

## 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.

### INTRODUCTION

South Africa's Gross Domestic Product (GDP) is comparatively below potential in comparison with the global economies reported between 2008- 2012 (OECD 2013: 11). According to Trading Economics (2014) its GDP value represent 0.62 % of the world economy, however some economic predictions see the prospects of increase in both GDP and income in the near future. The teaching quality and produce of the teaching products is a matter of concern for economic growth in any country (Harris and Sass 2014; Sass et al. 2014). The Global Competitive Report of 2013 ranked South Africa at position 140 out of the 144 listed countries in terms of the quality of the educational system of the country (World Economic Forum 2013: 1-5). This therefore subjects the quality of the education system under query of quality. On other hand it is acknowledged in the educational discourses that teacher development in South Africa has always been considered a critical matter of debate on and before post-apartheid South Africa (Rubichund and Steyn 2014; Thobela and Mtapuri 2014). Davids (2009) on the other hand argued that the quality of education did not match the international standards or even of some less developed countries in Africa. To this extent, South Africa's education system continued to be viewed as being lesser to those of Zimba-

bwean, Zambian or Tanzanian even though such countries are experiencing economic show-downs. The quality of education on the other hand cannot be dissociated from the ability and skills obtained by the teachers to perform the honourable task of teaching which is often considered a calling. It is indeed the quality of training received by teachers that determines the quality products. As late as in 2001 South Africa was still having about 85000 teachers with a professional training of less than three years. Therefore, threatening the provision of quality education to the post- apartheid South African children needing it. Quality management in South African education therefore becomes a necessity. A major question to be answered in this paper is whether Integrated Quality Management System (IQMS) is achievable as a tool of measuring teacher performance and development in South Africa? In addressing such this paper will present literature on Integrated Quality Management System and present the results of the perceptions of school managers and educators in Mopani District of Limpopo Province.

### Teacher Performance Management in International Context

It has been rightly stated that at the global village level, indeed, the quality of teachers determines the effectiveness and the quality of teach-

ing at schools. On an average, it's obvious that state schools in the United Kingdom (UK) are better relative to other countries such as Canada, Sweden, Germany and the United States of America (USA). However, such perceptions in South Africa could be assumed to be a contradiction of the real education environment. Even though, the perception cannot be generalized to all South African schools, middle class and wealthy parents in South Africa considers private schools to be providing a high quality education than public schools or at the least to be recruiting and employing teachers that provides the best quality education to children. Worth (2014: 1-7) contends that the good performance of British state schools is related to its practice of Performance Related Pay (PRP) and better teacher incentives given to the teaching corps. On other hand, Kem-Eng Lee and Yin Tang (2010) indicated that Singapore is listed as one of the top most performing education system in the world. Teachers in the country are considered highly and are regarded as agents of the fulfilment of the vision of the countries ministry of education. Using the two countries (United Kingdom and Singapore) as examples in this regards, what comes out clear from these two countries is that they invest most of their budgets in education and incentivize the teaching profession in a manner that is not comparable to other countries in the globe.

Worldwide currently, most country set ambitious goals for high teacher performance. Teacher evaluation by peers and seniors is viewed highly significant for teacher appraisal. Teacher appraisal which is not new in the South African context is appreciated globally, however as noted by Stewart (2013: 1), 95 % of appraised teachers often receive positive feedback from peers and senior evaluators and yet their leaner performance is very weak. That may also mean that performance management tools developed may not be consistent with the requirements of the real teaching environment or have at least considered aspects that relate to the teacher while ignoring the benefiting child from the teaching system. The British Report of 2008 revealed that the most successful education systems in the world are characterised by the highest level of lesson observation and ongoing regular performance management (Reidy 2014: 1). It is argued from an international perspective that teachers' appraisal system plays

an important role in promoting teachers quality to the extent that such appraisal system has contributed in causing teachers to perform above the average norm of expectation.

Charalambous et al. (2014) noted that most teachers evaluated are happy with being evaluated on the subject matter than other general values. This is often motivated by arguments that often there is no good correlation between teacher's knowledge of the subject and other general values such as good behavior and management abilities. Closer to the reality is that worldwide education systems are developed to create and develop individuals that would creatively participate in the economic growth and the knowledge economy (Jeffrey and Troman 2013; Davis et al. 2014). This, therefore, means that countries that undermine the value of quality education are likely to have low economic output relative to those that put more resources focused on educational development of their citizens. In Africa, Rwanda being a developing economy adopted the so called "Teacher Development and Management Policy" in order to deal with the scourge of poverty; enhance equity and sustainable growth and development (Rwanda 2007: 4). The approach, on other hand, considers teacher motivation and incentive to be important in achieving the policy objectives.

### **Conceptualizing Integrated Quality Management System in South Africa**

Integrated Quality Management System (IQMS) is a revised form of the previous three teacher development appraisal systems (Development appraisal, Whole School Evaluation and Performance management System) adopted by the post-apartheid South Africa. The system was introduced in the year 2003 for implementation in 2005. It aims at identifying specific needs of teachers, schools and district offices for purposes (de Clerg 2001; Department of Education 2009: 3; Carlson 2009; Thobela and Mtapuri 2014) of overcoming the obstacles and the previous development appraisal systems. The instrument combines both monitoring and appraisal development for teachers with the first part focusing on lesson observation and second part assessing teachers professional development outside the class such as participation in professional bodies, human relations, contribution to a school development, administration of resources, ex-

tracurricular and co-curricular and records. It can be argued that unlike other teacher development systems before which only focused on specific content related development of a teacher, the Integrated Quality Management System focuses on the whole of a teacher with the ultimate intention of his or her development focused on teaching and learning.

The Educational Labour Relation Council (ELRC) (2003: 4) and Mathula (2004: 15) mentioned that IQMS is indeed underpinned by fundamental beliefs such as determining teacher competence, assessing strengths and areas for development for teachers, providing support and opportunities for development and continued growth, promoting accountability and monitoring the institutions overall effectiveness. It is worth paying attention that IQMS in education like all other performance management tools in the public service have been confused with monetary reward than developmental tool. But unlike Performance Management System (PMS) in the public service IQMS have been difficult to implement as a developmental tool in the education fraternity. There are however similar challenges of implementation of IQMS as in the case of Performance Management Systems (PMS) in the public sector. Challenges such as resources constraints, poor managerial commitment, lack of accountability, difficulty in measuring performance and using performance information have been mentioned in most conceptual and empirical studies on the subject.

### **Quality Issues and the South African Education System**

The quality of South African education was previously ensured through the school inspectorate which later came to be viewed as being punitive in approach than developmental (Ntombela et al. 2010; Malema 2013) therefore creating the need of a new approach in post-apartheid South Africa. Post –apartheid South Africa required in its operation measures of promoting efficiency and effectiveness in education while counteracting quality problems faced by the education system. The concept quality is, however, difficult to define, but Bittel (1990) used it to refer to a measure of the degree to which a process, product or service conforms to the set standards of requirements. Thus, far in South Africa the performance of the Grade 12 results

are associated with the poor quality of teachers produced by the education system. It could however be argued that associating the education quality issues with teacher training only cannot be an absolute truth. Hariparsad et al. (2006: 2-3) argue that the quality evaluation of a teacher is not one of the easy task to make a sound conclusion on. People have different perception to judge the quality of a teacher. Others may put their judgment on emotional aspects, while others may like to judge that on knowledge of the subject matter. South Africa has differing kinds of schools such as former model C schools, private schools and rural schools. All these schools, however, using teachers who received similar training are operating in a different environment resulting in different education quality standards in the same country. To a particular extent, educational problems in the country have many causes which cannot be directly linked to teaching strategies such as insufficient and or lack of funding, and support from government and strategic leadership. It has also been argued that the previous teacher development programmes did not succeed on issues relating to policy, training and operational constraints (Mathula 2004: 7) and such are issues that are beside teaching qualifications attained by teachers. It is still further argued by researchers and practitioners in education that evaluations in schools are not seen as necessary as long as they do not meet the internal conditions of accountability (Khosa 2010: 5; Van Wyk and Moeng 2014).

Brazier and Bauer (2013) are of the opinion that modern principals are constantly shifting from management to leadership. It has been argued from time to time that it is indeed the contribution of good leadership skills that lead to good quality learners' results in South African schools. School leaders with the ability to set school directions (Terosky 2013; Neumerski 2013)) through vision and missions are likely to produce quality learners and teaching leadership. From this point it could be argued that performance management systems established in education to counteract quality would contribute less to educational solution as required. Even though the South African government views in-service training as an ongoing new requirement for teacher development (Mestry et al. 2009) such is but not a new development of the post- apartheid South Africa. South Africa

previously had teacher in-service training campuses that were only later abolished in the new era for reasons that they served no significant purpose of the new government and that their curricula was irrelevant. The in-service trainings were rather abolished other than being transformed to meet the new societal demands. It is not equally clear whether such institutions before being abolished were indeed not able to provide teacher development or not. The South African experience of the justification of their abolishing was that they were a financial burden to the Department of Education and therefore they became part of the rationalization process which ended their service. Therefore, their effectiveness was rendered irrelevant to the new era of education; however, the current direction taken by the education system of the country is to send teachers for continuous in-service training for development.

#### MATERIAL AND METHODS

The researchers adopted a qualitative approach in the study.

A semi-structured interview questionnaire was used in which face to face interviews was done with the selected participants. McMillan and Schumacher (2006: 26) indicated that getting data from people in their natural setting is significant in the sense that there is interaction between the researcher and the researched. The purpose of selecting the semi-structured interview questionnaire was to ensure that researchers observe and get first-hand information from the participants.

The Mopani District consists of 24 circuits with 253 secondary schools. A purposive sampling was considered for the study in which only 15 schools were purposefully selected from only 5 selected circuits of the 24 districts circuit. The targeted respondents were principals of the selected 15 schools who has a responsibility to ensure that IQMS is appropriately implemented as well as educators (teachers) whose performance is to be measured through the IQMS. A sample of 2 teachers were selected from each of the selected 15 schools comprising a total sample of 30 educators, however only 20 educators participated in the study making a true sample of 20. A sample of 1 principal per selected school was planned to make a sample of 15 principals, however only 12 principals participated in the

study interviews. In total the study consisted of 32 participants that were interviewed to get their perception about the usefulness of IQMS in the post-apartheid public schooling. Considering the nature of the study (qualitative) the selected sample is taken as the representative of the population studied. Especially because the findings of the study collaborate similar findings of the same issues in other South African provinces other than the one being studied in here.

#### FINDINGS AND DISCUSSION

From a global perspective it is acknowledged that the education system should produce the young generation that should be able to contribute to the economic growth of a country (Kroon et al. 2003; Davis et al. 2014; Trading Economics 2014) and that education and economic growth has been co-subject of economic analysis from a long time ago (Fadel and Miller n.d: 7; South Africa 2014: 8). On other hand, it is acknowledged that South Africa is suffering from the problem of skills shortage (Solidarity Research Institute 2008: 1-3) which is a problem that cannot be dissociated from the quality of education given to the current generation. Such limitation limits the South African educated class to play a meaningful role in the global economy. Worldwide countries are still struggling to achieve the Millennium Development goal of "Education for all" (Fadel and Miller n.d: 1-3) with quality of education being a central concern of global countries. The role of the education system and the recognition of the teaching profession by spending much of its budget on teaching improvement could be a reasonable solution to the problem associated with questionable quality of education. The presentation of the findings and discussions in this study follow three patterns of reporting as investigated: namely; firstly a probing of the principals of the selected 15 schools about their role in IQMS and their challenges, secondly; the educators perception about the IQMS as a performance development tool and finally; the SMT's role and perceived challenges of IQMS implementation. It is important that the perception of all this respondents are recorded and reported on so as to improve the government intention to develop and measure the performance of South African teachers appropriately. Data from the present study is therefore presented as obtained from

selected principals and educators in the secondary schools of Mopani District.

### **Data from Principals**

Principals were required by means of semi-structured interview questionnaire to provide information on their roles and of their subordinates on IQMS as well as their challenges in implementing IQMS in their schools. There were indeed 12 principals that participated in the study distributed as (male) n=8 and (female) n=4. The unequal distribution of male and female in the study is often equated to the failure of the implementation of the Employment Equity Act in secondary schools. Despite the existence of such act the secondary schools remain a dominant feature of male principals, while woman principals in secondary schools are in minority. It is also interesting to note that the majority of the principals (7) interviewed had between 6 and more than twenty years' experience in comparison with those with experience of less than 5 years who were 5 in number. Data from principals showed as follow:

### ***Roles and Responsibilities towards IQMS***

The majority of the principals with the exception of one accepted to having received training in IQMS implementation and therefore has knowledge of what is expected of them with regard to its implementation. In general all of them mentioned their responsibilities as encapsulated in the Education Labour Relations (ELRC 2003) that principals are to ensure a uniform implementation of IQMS, being responsible for advocacy and training at school level, providing educators with relevant IQMS document and being responsible for internal moderation of evaluation results in order to ensure fairness and consistency.

### ***Discharging IQMS Responsibilities as Required***

Even though training was received by principals on IQMS and they know what is expected of them, all respondents accepted to not discharging responsibilities as required. They mention their limitations as including and not limited to; limited knowledge on other aspects of the IQMS, school management responsibilities

which include other projects other than IQMS, teaching workload for principals and teachers and lack of sufficient personnel in schools. The IQMS Annual Report (2012: 37) revealed that of the total number of 14 837 principals evaluated in the year 2011 in South Africa only 801 principals did not have teaching responsibilities in their schools. This implies that at least 14036 principals in all the four provinces had teaching responsibilities. Such responsibilities put principals in a position of being unable to perform their IQMS responsibilities in a manner that could be satisfactory. Such responsibilities from principals may also not be discounted from the Department's failure to appoint permanently appointed principals in schools. It is often notable that South African schools are managed by a largest portion of principals in their acting position than permanently appointed responsible officers. This may also be argued to be having an effect on failed responsibilities of principals on implementing IQMS.

### ***The Effectiveness of Other Supporting Structures in IQMS***

The successful implementation of IQMS is said to be dependent on integrated cooperation among principals, School Development Teams (SDT), School Management Teams (SMT) and Development support Groups (DSG) and educators. Generally principals in all schools selected for the study view educators and DSG's to be very weak in performing their IQMS task. The SDT's and SMT's are perceived to be doing satisfactorily better in performing their IQMS roles. The performance of the educators will clearly be limited by their teaching responsibilities and the fact that they should be evaluated.

### ***Challenges of Implementing IQMS at Schools***

The overall feeling of the principals in the area is that IQMS is not easily implementable as a teacher developmental tool. The Principals are of the opinion that the IQMS as a tool is time consuming and is not compatible with the current realities in teaching in the sense that the system itself is not clearly understandable by the average teachers and principals, that teachers are overloaded with classes and have little attention to put to IQMS processes and that some teachers still do not want to be observed

in teaching. Report to the Portfolio Committee (2006: 1-4) shows that IQMS posed challenges to the Department of Education from the start especially that in the Limpopo and the Eastern Province the process was started very late. In the process of addressing those challenges the Department resorted to measures of improving implementation without considering the major hindering elements of IQMS such as context and resources constraints.

### **Data from Educators**

The perception of teachers about the IQMS is very important because it is a tool meant for their own development. It is indeed their perception that would assist in improving the implementation of IQMS in schools. At least 20 teachers were selected to participate in the study. Unlike in the case of principals data from educators showed a highest number of respondents being females (13) as against only 7 male educator participants. It is significant that this difference emanates from the fact that more females at high schools are at the lower level position than males. The majority of respondents in this category have more than 20 years' experience in the teaching field. This indicate that these educators have an experience of the previous developmental appraisal system Teachers were therefore required to tell their own perception of IQMS, educators' reason to participate or not participating in IQMS as well as whether they think IQMS is serving the purpose it intended to.

### ***Perception or Understanding of IQMS***

Teacher performance is said to have two purposes: accountability and development. But on other hand Nexus Strategic Solution (2009: 39) revealed that at operational level such purposes are misunderstood and can cause tensions. In this study the majority of teachers demonstrated that they have an understanding of what IQMS is all about. In general, teachers perceive IQMS from both the perspective of positive and the negative side. From a positive side they perceive IQMS as a good self-evaluation tool, a tool for rewarding good performance of teachers, a tool for ensuring quality teaching and learning and as a good programme for teacher development. From the negative side they

view it an ambitious government programme in which objectives are unlikely to be achieved because teachers are either not cooperating or does not support its implementation. The teachers' lack of support is mainly because it does not suit their practical situation in the sense that most teachers do not understand its purpose and intent on their career and that the practical realities in the teaching environment such as lack of physical infrastructure and personnel shortage affect its implementation in a negative manner. Masoge and Pilane (2014) argue that in South African education system performance management is not clearly understood and is often wrongly equated with IQMS which is totally incorrect. The earlier the researchers and practitioners of education in South African understand that performance differ from managerialism the better for the implementation of the IQMS. Even though performance management system practiced in the public service has challenges but such are manageable and often is implemented better than IQMS in schools. The nature of the environment by which teachers operate such as teaching workloads and processes of evaluations is not making IQMS easy to implement in schools.

### ***Educators' Reason/s to Participate in IQMS***

Educators were required to tell their reason/s and or reasons for participating in IQMS. Of the educators interviewed about the reason or what motivate them to participate in IQMS, the largest number of respondents (17) indicated that they are indeed motivated by salary progression than the developmental agenda of the programme. Only a small number of respondents' (3) interviewed claimed that they were motivated by the teacher developmental agenda of the programme than its incentive agenda. From this finding it could be argued that IQMS is indeed viewed from the perspective of monetary incentive than a teacher developmental tool in South African schools. Thobela and Mtapuri (2014) in an paper written from a masters dissertation in Development at the University of Limpopo revealed in their study conducted in the Mpumalanga District schools on the effectiveness of IQMS that most teachers are indeed influenced by the 1% increase into their salaries. But this is also an expectation of insignificant value which they often fail to achieve because managers used

salary progression IQMS benefit to control and threaten them for allegiance and loyalty in the working environment.

### *The Achievements of Intent and Purpose of IQMS in Schools*

Educators were required to share as to whether they are of the opinion that IQMS is able to achieve its intent and purposes at South African schools. The majority of the educators (13) interviewed are of the opinion that other objectives are clearly achieved such as remuneration and progression to the next salary level. Some significant number of educators' (5) interviewed are of the opinion that other objectives of IQMS are achieved in the sense that educators that responded positively were developed and their performance in teaching and learning has improved. Only a small fraction of educators (2) interviewed are of the opinion that the IQMS objects are not clearly achievable because educators and schools do it to satisfy the needs and requirements of the Department of Education, it is done for salary progression purposes while undermining educator development and schools results and it is regarded as a meaningless and haphazardly implemented process with only one intent; which is to gain monetary incentive by educators. Generally it is argued that IQMS is not appropriately implemented. IQMS Annual Report (2012:41) showed the level of IQMS implementation in all South African four provinces. Table 1 shows it.

**Table 1: Percentages of national schools implementing IQMS in South Africa**

|                               |      |
|-------------------------------|------|
| Schools implementing IQMS     | 61 % |
| Schools NOT implementing IQMS | 39 % |

It is evident from Table 1 that there are more schools in the country that are implementing IQMS than those that are not implementing it. For these schools to be able to implement IQMS there is a need for continuous support from the Department of Education. Like all other previous teacher developmental programme, IQMS has its own faults such as failure to recognize the gender imbalances in schools (Webber 2005) in which the system may be used by those in senior position to settle scores with junior or female colleagues. On other hand it is very clear that there is a mismatch between substantive

and procedural components of approved policies and actual happenings on the ground (Ncube et al. 2012). The Department of Education can therefore not be able to solve the IQMS implementation problem unless their ideal objective is fitted to reality. The reason for the 39% which is not implementing IQMS may be that the schools either need constant support or cannot compromise other educational projects for IQMS which often is viewed as frustrating to the whole education system.

### *Measures to Improve IQMS Implementation at Schools*

From the perspective of principals, educators and other literature consulted in this study it is clearly demonstrated that IQMS implementation in South African schools is a problem and is not effectively implemented. The educators were required to tell their opinion as to what could be done to ensure the effectiveness of the IQMS in schools. From this the educators provided a variety of factors to be considered by the department of education in improving the effectiveness of the IQMS programme. In general, the following are considerable factors of the effectiveness of IQMS:

#### *Training*

Most respondents are of the opinion that training workshops on IQMS are important and should be continuous. It is accepted that only training workshops and retraining of educators on new approach can contribute in making IQMS a successful teacher development programme. Bisschoff and Mathye (2009) revealed in their findings of a study conducted in one of the provinces in South Africa revealed that IQMS training in South Africa showed to be in crisis. The crisis are said to be associated with lack of resources from the government in supporting its own course. To a particular extend, the government started the 5 days workshops which later translate into one day and finally to half a day and most of them shifted and permanently postponed because of financial problems. Without training it would be difficult to achieve favourable objectives of the IQMS. Mathula (2004: 19) properly articulated that all implementation efforts of teacher development systems are likely to fail if teachers did not receive adequate train-

ing on the new system. Educators are in the centre of serving as agents of change and therefore failure to support them with training is a suicidal mission.

### **Resources**

Some respondents are of the opinion that resources are a major limitation to the application of the IQMS principles. Schools in the country, provinces and districts are operating at different levels of strengths in terms of resources and development (De Clerg 2008). Schools that are well resourced are in a better position to do well in IQMS implementation and compliance compared to those that are not. On the same note some participants' recommends that an IQMS should be school context specific because South African schools are operating in various contexts although expected to perform in the same manner. As such it is argued that only if schools can determine their own IQMS programme talking to their context is then that IQMS can be successfully implemented.

### **Teaching Workloads**

Some participants are of the opinion that the reduction of teaching workloads is a major limitation of the IQMS. It is believed that attention to workload problems will enable proper IQMS management plan to be followed in schools. If such plan is followed is then that IQMS will be effectively implemented. It may seem as Clarke (2007) put it that South Africa is not the only country that is struggling to attract and develop high quality teachers. High quality teachers especially in critical subjects such as maths and science are difficult to be retained in the education systems. That does not only create poor quality of education received by learners but also an unreasonable teaching workload for teachers which limit their attention to IQMS.

### **Removal of the Monetary Incentives of IQMS**

Some participants are of the view that the monetary agenda of the IQMS is its major weakness. This is because it is believed that most educators in the programme are only concerned about how they can benefit monetarily than being developed to perform better in teaching and learning. A study conducted by Rubichund and

Steyn (2014) revealed that the incentiviveness of the programme often causes conflict between personnel members. It is argued that if the 1% increase is rejected by the Development Support Group (DSG) in evaluating an employee such is likely to affect the relationship between the employee and the members of the DSG. The DSG is procedurally composed of a Head of Department (HoD) and a selected staff member. In many cases where performance is evaluated in organizations', conflict emerges when expected incentives are not necessarily achieved. It is often from this stage that the process will be accused as either being flawed or abused to settle scores with educators. In this manner a conflict is created among colleagues'. On the other hand educators view a 1% increase to be worth nothing to the extent that it should rather be removed or increased to an acceptable percentage that will make a difference in their salaries. An average teacher in South Africa is argued to be earning a basic of R14 500 pm and its 1% is about R140.50 and this makes a little difference if such incentive is spread across other salary items in which instance such educators get an annual lump sum not exceeding R100 pm. The understanding from educators on this incentive differs- but the commonality on the incentive is that it is indeed very low to attract educators' interest in participating in the IQMS process.

### **CONCLUSION**

This paper concludes that IQMS remains a difficult programme to implement. It is overcrowded by a lot of difficulties in making it possible than impossible. Despite the problems that are inherent in its (IQMS) own systems and processes there are also a lot of external impossibilities. The failure to have a common understanding of the concept IQMS as a performance management tool and teacher development poses a threat to its implementation. It may seem from literature and empirical evidence that the implementation of IQMS is highly limited by lack of resources. The Department of Education has tried to resolve the challenges of IQMS implementation from the policy and operational perspective and with little attention to resource matters. However, it is indeed the attention that should be paid to provide resources for training to the educators to remove the challenges being faced by IQMS on implementation.



### RECOMMENDATIONS

Based on the findings of this study the following are three recommendations are made:

*Firstly* is that the Government should consider changing the system from being a financial incentive to a developmental activity for teachers. Such will reduce the perception from teachers that some head masters are using the system to foster loyalty and punish those opposed to the Head masters leadership styles.

*Secondly*, the Government should invest more resources into teacher development. That would assist in making teachers more creative and productive in producing for the countries human resources. Teacher development would make teachers to produce quality learners that would benefit the country's economic growth.

*Thirdly*, the Government should support continuous and sustainable training for teachers on new methodologies and approaches. Training teachers for development in South Africa has been recorded to be haphazard and unsustainable in most available literature. That is often due to lack of funds or planning from the side of the responsible authorities.

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