

**The implementation of the Integrated Quality Management
System in Soweto primary schools.**

by

Mina Philadelphia Motlhabane

Dissertation of limited scope

submitted in partial fulfilment of the requirements for the degree

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UNIVERSITY OF PRETORIA

31 August 2022

Declaration

I declare that the dissertation, which I hereby submit for the degree Magister Educationis in Educational Leadership at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.”

.....

M. P. Motlhabane

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INVESTIGATOR

Ms Mina Philadelphia Motlhabane

DEPARTMENT

Education Management and Policy Studies

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15 July 2022

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire

A handwritten signature in black ink, appearing to read 'Simon Jiane', written over a horizontal line.

Mr Simon Jiane

Dr Andre du Plessis

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- Compliance with approved research protocol,
- No significant changes,
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- Data storage requirements.

Dedication

I dedicate this mini dissertation to my late grandmother Khukhwanyana Maria Ominyane Letloloane.

You raised me so well. I will love you always.

May your beautiful soul continue to rest in eternal peace.

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Abstract

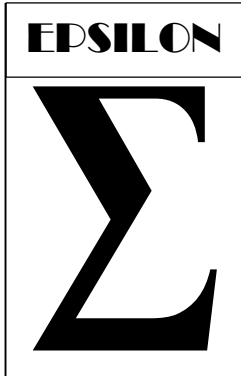
Evidence in literature indicates that the implementation of the Integrated Quality Management System (IQMS) in South African public schools is faced with many challenges and problems. Many studies have been conducted on teachers' perceptions and experiences with the implementation of the Integrated Quality Management System, but little has been done to show how leadership can influence the effective implementation of the IQMS in public schools particularly Soweto primary schools.

The purpose of this qualitative study was to investigate leadership in the implementation of the Integrated Quality Management System in Soweto primary schools. The study also intended to explore teachers' experiences and perceptions with leadership in their schools and the implementation of the Integrated Quality Management System. Purposive sampling was used to select the participants. The research was restricted to four primary schools in Soweto. Data was collected through semi-structured interviews and the case-study method was used. The findings disclosed that most of the participants felt that the Integrated Quality Management System is not the right tool or strategy for teacher profession development.

Key terms

Accountability, coaching, professional development, school leadership, Integrated Quality Management System, mentoring, competence.

Language Editing Certificate



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TO WHOM IT MAY CONCERN

This is to confirm that I have completed the language editing of the dissertation **The implementation of the Integrated Quality Management System in Soweto primary schools** by Mina Philadelphia Motlhabane submitted in partial fulfilment of the requirements for the degree **Magister Educationis** (Educational Leadership) in the Faculty of Education at the University of Pretoria.

Yours faithfully

Isobet Oberholzer

30 June 2022

List of abbreviations

CDE	Centre for Development and Enterprise.
CPTD	Continuing Professional Teacher Development.
CHE	Council on Higher Education.
DAS	Development Appraisal System.
DBE	Department of Basic Education.
DoE	Department of Education.
DSG	Development Support Group.
GDE	Gauteng Department of Education.
HPD	Holistic Professional Development
IDSO	Institutional Development and Support Official.
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development.
ISASA	Independent Schools Association of Southern Africa.
IQMS	Integrated Quality Management System.
NAPTOSA	National Professional Teachers Organisation of South Africa.
NEEDU	National Education Evaluation and Development Unit.
OECD	Organisation of Economic Co-operation and Development.
PAM	Personnel Administrative Measures.
PGP	Personal Growth Plan.

PLC	Professional Learning Community.
PM	Performance Measurement.
RSA	Republic of South Africa.
SACE	South African Council for Educators.
SADTU	South African Democratic Teachers Union.
SCNPDI	SADTU Curtis Nkondo Professional Development Institute.
SGB	School Governing Body.
SIP	School Improvement Plan.
SMT	School Management Team.
SASAMS	South African School and Administration Management System.
UNICEF	United Nations International Children's Emergency Fund.
WSE	Whole School Evaluation

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CHAPTER 1

BACKGROUND AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Teachers play an important role in the upliftment and transformation of our communities, offering guidance and the power of education to young children and they generally work tirelessly to shape, mould and prepare future leaders. As a result, teachers must be professionally developed to be able to face the challenges and problems of the education system in South Africa. Teachers also must gain more knowledge and skills for their teaching practices, hence the necessity of teacher professional development. Kamper (2019), defines teacher professional development as any type of continuing education efforts by teachers. Through teacher professional development teachers can improve their skills and knowledge which in turn boost their learners' learning outcomes.

Kamper (2019), further explains teacher professional development as the strategy teachers use to strengthen their teaching practices, to gain more knowledge and skills throughout their career. According to Hayes (2008), the most effective professional development engages teams of teachers to focus on their learners' success and the achievement of their educational goals. Kamper (2019), indicates that professional development training can help teachers to become better at planning their lessons, good with time management and to always stay organised. This ultimately makes teachers more efficient, competent and gives them enough time to focus on teaching and learning than unnecessary paperwork.

According to Alibakhshi and Dehvari (2015), teachers need a combination of professional knowledge, specialised skills as well as their own personal qualities and experiences to be effective and competent. Acquiring new teaching skills and adding to their knowledge are among the major reasons why teachers make efforts to attend actively designed programmes for their professional development (Alibakhshi & Dehvari, 2015). When school leaders provide learning opportunities and support for teachers, they communicate that they value the work teachers do and want them to grow professionally (Kamper, 2019). Even though teachers must be self-directed professionals by being responsible for their own development, they still need their school leaders for mentorship, direction, and support. Borko, Jacobs and Koellner (2010), contend that professional development encourages the professional growth of teachers, and it is vitally important for school

leaders to encourage, motivate and support teachers to strengthen the trust between themselves and their teachers (Borko et al., 2010). The Wallace Foundation (2013), also indicates that it is essential to have a supportive principal who creates a supportive climate in the school that will allow teachers to realise their potential and acceptability in the school. A principal can create a learning environment for teachers to experience new ideas and practices and be creative in their teaching and learning process. The Wallace Foundation (2013), further emphasises that supportive school leaders are crucial in creating an appreciative critical environment for teachers and in so doing, make impossible changes possible.

According to Mahlalela (2012), school leadership should make themselves available for teachers by supporting, directing, and advising them in their professional development while aiming at improving the teaching and learning process. Improving the conditions for supporting and encouraging the continuous learning of teachers in schools will have an impact on the conditions they provide for their learners. It is vitally important that strategies and efforts for teacher professional development must be linked to planning and school improvement (Mahlalela, 2012).

1.2 BACKGROUND OF THE STUDY

To ensure effective teacher professional development in South Africa, a bargaining council, the Education Labour Relations Council (ELRC), was created to enable teacher unions and the then Department of Education to negotiate conditions of service pertaining to teachers employed by the state. The ELRC has reached several collective agreements which affected the way teachers in public schools are evaluated. The most notable of these collective agreements is Resolution 8 of 2003 which resulted in the implementation of the Integrated Quality Management System (IQMS) which is guided by the Employment of Educators Act (76 of 1998).

The Employment of Educators Act requires the Minister of Education to regulate performance standards (ELRC, 2003). According to Resolution 8 of 2003, all the then existing quality management strategies which were applicable to public education were to be integrated. These programmes were the Development Appraisal (DA), Performance Management System (PM) and the Whole School Evaluation (WSE) (ELRC, 2004). The IQMS is a national policy agreed upon, not only to monitor the quality of education in South African schools, but it is also a professional development programme that is

supposed to contribute to the overall effectiveness of quality and learning in public schools and the entire education system. The Collective Agreement 8 of 2003, distinctly highlights the objectives of the IQMS namely to ensure quality education for all and to improve the quality of teaching and learning in all South African schools (ELRC, 2004). Teacher professional development programmes seem to provide opportunities for teachers to look for new roles, develop new instructional techniques and to grow professionally and as individuals. According to Aydin, Kenen and Ali (2017), teachers are paramount to quality education, learning and development.

Teachers can develop the nation as they have crucial responsibilities related to the cultivation of knowledge, skills, attitudes, and morality (Aydin, Kenen & Ali, 2017). The IQMS was introduced with an expectation that all schools and teachers should be informed about how the system should be implemented before the implementation commenced. According to the ELRC (2003), the main aim of the IQMS is to promote and encourage personal and professional development of teachers to make them more effective in performing their daily school activities and to help them balance both their professional and personal lives.

1.3 RESEARCH PROBLEM

Personal experience with school leadership and observations at other schools indicate that there is lack of support, encouragement, motivation and direction from principals and district officials with the implementation of the IQMS process. Some principals seem to be pretending to support their teachers whereas in real essence they are not. Teachers are struggling with IQMS on their own because their school principals and their district officials do not want to take the responsibility of the implementation process. Teachers in public schools particularly, are reluctant to participate in the IQMS process because they did not receive sufficient training on how the IQMS implementation should be done.

Before the commencement of the IQMS process, school principals received training on how the process should be implemented so that they can assist their teachers with the process but most of the principals let teachers deal with the challenges and problems of the IQMS on their own without any assistance, motivation or support. There are no School Development Teams (SDTs) and Development Support Groups (DSGs) elected in schools which are supposed to be helping teachers with the IQMS. Principals and teachers themselves do not make their professional development a priority.

According to the South African Council for Educators (SACE,2009), performance management is a periodic process that supports accountability of teachers at school, district and provincial levels, with the aim of creating an environment where these teachers can work to the best of their abilities to produce effective and quality teaching and learning. However, for this to happen, overall effectiveness of the education system depends on supportive school leadership. For this reason, teacher professional development programmes need committed leaders who can monitor, manage, lead, and supervise these programmes (SACE, 2009).

Muller, Alliante and Benninghof (2009), state that teaching and learning is central to educational leadership and that continuing professional development of teachers is very important to school leadership and must therefore be linked to issues of leading and managing. Principals are therefore expected to manage and lead professional development of their staff members. The Employment of Educators Act (76 of 1998), states that school principals are responsible for the development of staff training programmes to give succour to the development of educational objectives relevant to the needs of the school. Therefore, school leadership plays a key role in the motivation, support, and development of teachers.

1.4 RATIONALE

Evidence in literature indicates that the implementation of the IQMS process in South African schools is faced with challenges and problems. Mestry (2009), states that for the IQMS to be effectively implemented and to produce the results that were initially intended, it should be aptly communicated to teachers. Bischoff and Mathye (2009), indicate that there is a lot of confusion on the concord of the IQMS process that adds more problems and challenges with its implementation.

Mtapuri (2014), contends that the IQMS is a necessary tool for teacher professional development, but that it has been hindered by challenges and problems encountered by school leaders during its implementation process. The National Education and Education Development Unit (NEEDU, 2013), reviewed the IQMS and identified a fundamental problem; there is no evidence that the IQMS would be able to serve as an effectual mechanism for accountability. Personal experience with the implementation of IQMS revealed that there is no commitment from teachers, school principals as well as district officials. The IQMS coordinators in schools are Post Level 1 teachers who are struggling

with the IQMS themselves, but they are expected to assist and train other teachers with the implementation process. Other teachers are not cooperative and do not want to take part in the process as they feel that the IQMS is just a strategy from the DBE to enslave teachers with unnecessary paperwork. School principals do not play any vital role in the implementation of the IQMS as they leave everything in the hands of teachers, particularly the HODs, who are expected to monitor and direct the process without any guidance from the principals. Class visits and teacher evaluation processes are monitored and organised by teachers and HODs who are sometimes forced to visit neighbouring schools to seek help with IQMS-related matters.

An analysis of the revolving policy framework for teacher performance in South Africa by the Centre for Development and Enterprise (CDE, 2015), revealed more serious weaknesses and on-going challenges regarding the implementation of the IQMS. According to the CDE (2015), the following problems relevant to the IQMS process were identified: teachers, principals and education officials did not receive sufficient training pertaining to the implementation of the IQMS; the lack of quality assurance from the IQMS process; the lack of feedback after evaluation and the failure to meet teacher developmental needs. The CDE (2015), further indicated that during the Teacher Development Summit in 2009, all the challenges and problems relating to teacher professional development and proposed strategies to address them were seriously discussed and examined. During the summit, it was decided that:

- the connection between teacher development appraisals be unlinked from issues of remuneration,
- the IQMS be contoured and remodelled, and
- all standards and criteria around teacher competence and performance, and assessment instruments should be reassessed to determine their relevance.

According to the Education Labour Relations Council (ELRC,2020), an agreement was therefore signed on the 17th of September 2020 and the Quality Management System (QMS) was developed to replace and revise the current IQMS. Although it has been developed, the QMS has not yet been designed to evaluate the performance level of individual school-based teachers to improve accountability and achieve high levels of school performance (ELRC, 2020).

1.5. RESEARCH QUESTION

1.5.1 Main research question

The main research question that directed this study is:

What is the role of school leadership in the implementation of the Integrated Quality Management System in Soweto primary schools?

1.5.2 Sub-questions

- What challenges do teachers in Soweto primary schools face with the implementation of the Integrated Quality Management System?
- How does school leadership assist and support teachers with the challenges of the Integrated Quality Management System?
- What guidelines can be suggested for school leaders with the implementation of the Integrated Quality Management System?

1.6 THE PURPOSE OF THE STUDY

The study intended to explore teachers' experiences and perceptions with the implementation of the IQMS process in Soweto primary schools. In addition, the study sought to identify challenges and problems teachers face with the implementation of the IQMS process in Soweto primary schools, to discover how these problems and challenges are dealt with.

1.6.1 Significance of the study

The study shed some light on the role of school leadership in the implementation of the IQMS in Soweto primary schools. The study also highlights the current situation in the participating schools with regards to the IQMS and teacher professional development.

1.6.2 Limitations of the study

Firstly, I commenced with this study in 2016 when IQMS was still being implemented. Due to personal circumstances, I was forced to interrupt the study and during this time, the IQMS was replaced by the QMS. The findings are therefore based on the discontinued IQMS. However, this study did highlight challenges that will need to be addressed for the QMS to succeed in its objectives.

Secondly, only four primary schools were selected to take part in the study. The study was limited to a case-study research design and confined to only twelve participants. Data was collected from schools from one district office in the Gauteng Province. Because the interviews were conducted in English whilst all the participants were non-English speakers, questions may not have been fully understood which could have influenced the responses given by the participants.

1.7 THEORETICAL FRAMEWORK

This study was undertaken from a transformational leadership theory perspective as it emphasises effective and supportive leadership. According to Gomes (2014), the concept of transformational leadership was first introduced by a political scientist James McGregor Burns in his Pulitzer Prize-winning book “Leadership” published in 1978. In his book, Burns differentiates two types of leadership namely transactional leadership and transformational leadership which can be defined as the process of leaders influencing major changes in the values of followers to achieve performances beyond expectations (Gomes, 2014). Givens (2008), states that Burns characterised transformational leadership as the leadership which occurs when leaders engage with their followers in such a way that they raise one another to higher levels.

According to Anderson (2015), Bass amended and distended Burn’s leadership theory in 1985 and indicated that leaders encourage followers to go beyond self-interest for the good and the betterment of the team or the organisation. Yang (2013), explains that school principals need to provide transformational leadership in the process of improving their schools for quality learning and teaching. As with the development of a country’s economic growth, a school’s development requires constant transformational leadership. Principals should have strong transformational leadership competencies to bring schools to maturity (Yang, 2013).

According to Odumaru and Ogbonna (2013), a transformational leader is a person who stimulates, inspires, or transforms followers to achieve extraordinary outcomes for the development of an organisation. A transformational leader pays attention to the concerns and development needs of individual followers. Odumaru and Ogbonna (2013), further define transformational leaders as leaders who listen to and engage with followers, focus on higher intrinsic needs, and realise consciousness about the significance of specific outcomes and new ways in which those outcomes might be achieved. According to Lynch

(2012), transformational leadership brings about professionalism in teachers by allowing them the liberty and room for improvement. Education challenges and teachers' morale can be dragged down by the cost of living and the seemingly lack of respect they receive for the vital work they do. Although transformational leadership in education cannot solve all these problems instantly, it does serve as a force that can bring about school improvement and the professional development of teachers (Lynch, 2012).

1.8 RESEARCH METHODOLOGY

This study adopted a qualitative research methodology. Leedy and Ormrod (2005), indicate that qualitative approaches focus on phenomena that occurs in natural setting, that is, in real world and they also involve studying those phenomena in all their complexity. According to Sutton and Austin (2015), what qualitative study seeks to convey is why people have thoughts and feelings that might affect the way they behave. The role of the researcher in qualitative research is to attempt to access the thoughts and feelings of study participants. According to Aspers and Corte (2019), qualitative research relies on data obtained by the researcher from first-hand observation, interviews, questionnaires, focus groups, participant-observation, recordings made in natural settings, documents, case-studies and artifacts.

This study used a case-study research design. Crowe, Creswell, Avery and Sheik (2011), explain that critical events, interventions, policy developments and programme-based services reforms are amongst other things allowed by the case-study approach to be studied in detail in a real-life context. It should therefore be considered when an experimental design is either inappropriate to answer the research questions posed or impossible to undertake. According to Harrison, Birks, Franklin and Mills (2017), the case-study research has grown in reputation as an effective methodology to investigate and understand complete issues in real world settings.

1.9 RESEARCH DESIGN

1.9.1 Sampling

The study used purposive sampling to select the participants. According to Elfil and Negida (2017), sampling is the process of selecting a subject of items from a defined population for inclusion into a study. Purposive sampling also known as judgemental, selective, or subjective sampling is a form of non-probability sampling in which choosing members of the population to participate in the study (Elfil & Negida, 2017). Four primary schools in the Soweto area were selected.

1.9.2 Data collection

Data was collected by means of semi-structured interviews. According to DeJonckheere and Vaughn (2018), semi-structured interviews consist of an open dialogue between the researcher and participants by means of a flexible interview protocol and supplemented by comments. This method allows the researcher to collect open-minded data to explore participant thoughts, feelings and beliefs about a particular topic and dwell deeply into personal and sometimes sensitive issues (DeJonckheere & Vaughn, 2018). The participants were interviewed individually, and the interviews were audio recorded to capture their intonation, voice quality, hesitations, and self-corrections.

Al-Yakeem (2019), indicates that recording helps researchers to keep accurate records of interviews, which in turn assist them during the data analysis process. Questions related to school leadership in the implementation of the IQMS in the participants' respective schools were conducted. Interviews were conducted using questions that are derived from the research questions. Doyle (2012), contends that a common practice in semi-structured interviews is to lead with open-ended questions, which are questions that cannot be answered with a simple 'yes' or no'. There were discussions around knowledge of the IQMS, teacher professional development, and the internal and external support systems for teachers with the implementation of the IQMS process.

1.9.3 Data analysis

In this study, analysis of the data sought to answer the research questions to examine and investigate school leadership in the implementation of the IQMS in Soweto primary schools. The audio recorded interviews were transcribed for thorough examination and the transcripts were analysed according to qualitative methods. The data collected was

analysed by a process of identifying, classifying and categorising themes. There were no follow-up interviews.

1.10. TRUSTWORTHINESS AND CREDIBILITY

According to Mahlalela (2012), the researcher in qualitative research acts as the data gathering instrument himself. I engaged with participants to gain their trust and also used the audio recorder during the interview to ensure the accuracy of data obtained. Connelly (2016) explains that trustworthiness of a study refers to the degree of confidence and trust in data interpretation and methods used to ensure the quality of study. In each study, researchers should establish the protocols and procedures necessary for a study to be considered worth of consideration by readers (Connelly, 2016). I also ensured that data collection technique I used, measured what was supposed to measure or describe. The following strategies were employed, the prolonged and persistent interviews that allowed me to compare the findings and the participants' reality. I audio recorded the interviews in the natural locations of the participants. All the interviews were conducted in English as most of the schools in Soweto use English as their language of learning and teaching (LOLT). Connelly (2016), further denotes that credibility is the confidence in the truth and therefore the findings is the most important principle.

1.11 ETHICAL CONSIDERATIONS

As all the schools selected are public schools in the Gauteng Province and all the participants are employees of the Gauteng Department of Education (GDE), permission was sought from the GDE for the overall study. The permission was sought with the assistance of the University of Pretoria before the commencement of the data collection process. The application from the GDE included the purpose of the study proposed, the nature of the data collection method, the nature of the information required from participants, assuring the confidentiality of data collected and the understanding to make the results of the complete study available to the GDE. As I have searched for the in-depth information and expected the participants to open up and give me the information about their experiences and perceptions on leadership and the implementation of the IQMS, the collection of data required a sufficient level of trust based on a high level of the participants' disclosure. I therefore paid attention to the anonymity of the participants' verification of transcripts of the interviews by the participants and those participants receive electronic copies of the final report.

1.12 OUTLINE OF THE DISSERTATION

Chapter 1: Introduction

This chapter presents the background of the study. The problem statement, the research main and sub-questions and the overall context of the study are presented.

Chapter 2: Literature Review

This chapter provides an in-depth review of literature on the implementation of the IQMS, historical analysis of school leadership, teacher appraisal and professional development.

Chapter 3: Research Methodology

This chapter describes the research methodology, the research design, and data collection.

Chapter 4: Presentation of data

Data analysis and summary of data is presented in this chapter. The findings of the study are also revealed.

Chapter 5: Discussions of findings

This chapter focuses on the conclusion, the possible solutions to problems and challenges discussed or identified as well as recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides a review of literature on school leadership and the implementation of the Integrated Quality Management System (IQMS) in Soweto schools, specifically from the view that principals as school leaders are fundamentally important in the success or failure of this teacher professional development programme (IQMS) which was introduced by the Department of Basic Education (DBE), with the view of enhancing and monitoring performance of the education system in South Africa (ELRC, 2004). Pillay (2010), indicates that school leaders are curators of schools' values, and as a result they should provide the motivation to achieve their schools' vision and missions and should also encourage and support their staff members to participate in professional development programmes, with the aim of promoting and thriving at schools and to lead teachers to achieve educational goals. According to SADTU (2009), one reason for poor results in South African schools, especially township schools, is that school leaders are not appropriately skilled and trained for school leadership and management, and as a result, there is a need for professional development of both teachers and their school leaders.

2.2 WHAT IS SCHOOL LEADERSHIP?

According to Karantha (2013), school leadership is the process of enlisting and guiding talents and energies of all stake holders including, teachers, learners, and parents towards the attainment of common educational goals. School leadership is one of the key factors driving the transformation into school improvement and teacher competence. Karantha (2013), further explains that effective school leadership focuses relentlessly on improving quality teaching and learning with very effective professional development of all staff members. Schools need effective principals that have high levels of emotional intelligence and interpersonal skills to develop teachers professionally and for the successful implementation of the IQMS. As explained by Bush and Glover (2016), school leadership, particularly principals, have a key role to play for direction and creating a positive school mind-set, enhancing staff motivation and commitment to foster improvement of schools in challenging circumstances.

According to Hairon, Wee and Chua (2009), school leadership has an impact on learner achievement and teacher effectiveness with principals accounting for 25% of a school's total impact on achievement. This means that for learners to have a high quality of learning and improvement, they need and must be led by effective, competent principals. Principals' effectiveness consists of learner achievement, competence, and leadership actions (Hairon, et al. 2009). According to the Wallace Foundation (2013), school leaders remain centrally the source of leadership influence. Effective school leaders work hard to improve achievement by focusing on the quality of instruction. They help define and promote high expectations, they connect directly with teachers and learners, thus acting against teacher and learner isolation.

The Wallace Foundation Centre (2013), further indicates that school leadership is second only to teaching among school-related factors in its impact on student learning. Moreover, principals strongly shape the conditions for high quality teaching and learning and are the prime factors in determining whether teachers stay in high-needs schools. High quality principals are therefore vitally important to the effectiveness of our nation's public schools, especially those serving the children with the fewest advantages in life (The Wallace Foundation Centre, 2013). Through their leadership skills and practices, school leaders are charged with the responsibility to deal with diverse factors within schools, to create an inviting culture of effective teaching and learning, which should consequently have a positive impact on academic performance. School leadership is a critical factor in driving the practice of teacher competence and performance. When school leadership is effective and shows a strong commitment to teacher appraisal, quality is intensified and guaranteed (Sambumbu & Jan, 2010).

According to the Organisation of Economic Cooperation and Development (OECD) and the United Nations International Children's Emergency Fund (UNICEF) (OECD-UNICEF, 2016), school leadership should transcend school management. The head or school principal should be someone with vision for the school, who has both the competence, effective character, and the charisma to support his or her teaching staff. Accordingly, he or she should combine attributes of leader, manager, mentor, and coach (OECD-UNICEF, 2016). The school leader should be involved in leading, managing and monitoring the teaching and learning process, fostering leadership capacity with the school, managing the organisation, and leading the school and staff development (OECD-UNICEF, 2016). The European Commission (2013), states that effective school leadership cannot be

restricted to an individual entity or a small management team. The European Commission (2013), further indicates that a school is based on the idea that leadership is the main component that builds all the seclusion parts of the learning organisations together. Miller (2012), indicates that school leadership is a complex and unique opportunity to serve and influence the lives of individuals and the direction of a national education system. Without leadership and management schools may not be able to deliver national goals for education. Globally, school leadership is recognised as a vital tool for transforming the lives of individuals and improving the likelihood of communities (The European Commission, 2013).

2.2.1 The effect of school leadership on school culture

According to Kotter (2018), every school has a culture, a history and an underlying set of unwritten and unspoken expectations that shape the school in totality. Miron (2010), explains that school culture refers to a comprehensive structure of the school and it is defined by the values, beliefs and assumptions held by the school, reflected through the perceptions and behaviours of its members. The influence of school leadership is associated with school culture, which in turn influences learner success and teacher performances. According to Turan and Bektas (2013), for school principals, culture can be a tool to influence and control other people, and it can also be used as a means of providing coordination among school staff. Miron (2010), further defines school culture as “the shared norms, values and tacit expressions found in a school”.

According to Ohlson (2009), a school culture that is collaborative, depends on the leadership of the principal and the relationship between effective teaching and learning and effective school leadership is accentuated as a vital role in school culture. Ohlson (2009), defines school culture as the deep patterns of values, beliefs and traditions that have been formed over time as teachers, school leaders, parents, learners and non-teaching staff work together as a collective because collaboration is important to achieving educational goals. Turan and Bektas (2013), indicate that culture shared by all school stakeholders makes the actualisation of both short- and – long term objectives easier. Ohlson (2009), further indicates that it is the school culture that often influences the staff development and professional growth that takes place within a school. A positive school culture may have a significant and positive influence on the academic and social success of learners within schools (Ohlson, 2009). Kythreotis, Pashiardis and Kyriakidis (2010), define school culture as the historically transmitted patterns of meaning that

include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community. Healthy and sound school cultures correlate strongly with increased learner achievement and motivation and with teacher productivity and satisfaction. According to Kythreotis et al., (2010), having school leadership working collaboratively with teachers to strengthen the culture of the school with the aim of improving quality teaching and learning is a promising school reform strategy. District personnel, administration, and school communities as a whole need to develop more targeted and effective plans and policies for bringing about change in their school culture and ultimately learner achievement (Kythreotis et al., 2010). According to Piotrowsky (2016), effective change in school culture happens when school leaders, teachers and learners mould the values and beliefs important to the improvement of school.

According to SADTU (2009), the process of building a strong school culture depends on the competence, and the effectiveness of school leadership. School principals cannot perform leadership and management functions without having an influence on the culture of the school. Schools in Soweto face multiple problems such as teachers not wanting to participate in the IQMS process, high teacher absenteeism rate and difficulty in attracting high quality teachers because they lack a good, positive school culture and strong leadership (SADTU, 2009). School leaders, including principals, teachers, and parents, are the keys to building positive school culture, as culture influences everything that goes on in schools. How staff dress, what they talk about, their willingness to change, the practice of instruction and the emphasis given to learners and faculty learning culture are extremely powerful issues (MacNeil, Prater & Busch, 2009).

Creating a strong school culture that ensures positive outcomes requires strong competent leadership skills. This suggests that school leaders must be concerned with the functions attributed to leadership, thus empowering staff to achieve top performances, as well as the functions credited to management. Kruse and Louis (2008), indicate that creating strong school cultures requires administrators to address daily operations and long-term adaptive planning and vision simultaneously. Consequently, principals must be able to often manage and lead in the same meeting and with the same people. Competent school leaders do this by including teachers, non-teaching staff, parents, and other community members in the work of school improvement (Kruse & Louis, 2008). Being able to understand and shape the culture is the key to a school's success in promoting

staff development and student learning. For significant and lasting change to take place, the school culture needs to be examined (values, assumptions, styles of administration, paradigms, and approaches). Fisher and Frey (2018), contend that every school has a ponderable climate and culture. In some schools you can feel an energy that invites learners, staff, family members and visitors to engage in learning. In these schools, there is no one school leader but many, and leaders understand their roles in maintaining this culture. Leadership and school culture are regarded as related concepts, in the sense that leadership influences the formation of culture. The two concepts are also considered as reciprocal processes, as one cannot happen to the debarment of the other (Fisher & Frey, 2018). Mokoqo (2013), indicates that there is a connection between school culture and teachers' attitude towards their work and that stronger school cultures have better motivated teachers.

According to Rooney (2012), for school leaders to implement new ideas, strategies, and programmes to improve their schools, they must build a professional culture to change. Rooney (2012), further states that it is the school leaders' job to inspire and support change, so that schools can move from where they are, to where they need to be, to ensure the best outcomes for all their students, strengthen the professional development of staff and improve the schools' culture for all stakeholders. Change is always challenging even where it is necessary and school leaders play a crucial role in guiding schools through the process. School leaders do this by serving as both leaders of change and as managers of change (Rooney, 2012).

King (2014), explains that stronger school cultures have better motivated teachers and that school leaders who are interested in changing their schools' culture should first try to understand the existing culture. Culture change alters a wide variety of relationships, and these relationships are the very core of the school's stability. King (2014), further states that the most effective change in school culture happens when school leaders, educators and learners model the values and beliefs important to the school. According to Ohlson (2009), continual professional development and growth of educators and the implementation of teaching and learning are the foundation and component of school culture. Ohlson (2009), explains that school culture describes the degree to which schoolteachers work towards a common mission and vision for the school. The role of the school culture has a lasting and wide influence on school improvement and school reform initiatives (Ohlson, 2009). Mokoqo (2013), states that school leadership and school

culture are regarded as related concepts in the sense that school leadership influences the formation of school culture. The two concepts, according to Mokoqo (2013), are also considered as intertwined processes, as one cannot happen to the omission of the other. The process of building a strong culture depends on how resourceful the school leadership is, and it is unlikely that school leaders can perform their leadership functions without having an influence on the culture of the school. School culture can be seen as an element that can persuade and influence all aspects of the school and positively affect the work situation (Mokoqo, 2013).

According to MacNeil, Prater and Busch (2009), when a school has a positive professional culture, one finds meaningful staff development, successful curricular reform, and the effective use of learner performance data. In contrast, a school with a negative or toxic culture does not value professional development and learning, resists change or devalues staff development and hinders school success. School culture will have either a positive or detrimental impact on the quality and success of staff development (MacNeil et al., 2009). According to Smith (2016), school leadership plays an integral role in building positive school culture.

When you step into a school, the culture of the school is evident and is a major indicator of the efficiency of the school. A positive school culture and an openness to change contribute greatly to the organisational effectiveness of a school. The enthusiasm, energy, and charisma that a school leader brings to the school are other important aspects with regard to the relationship between leadership style and the building of a great school culture (Smith, 2016). The South African Council for Educators (SACE, 2004) explains that the biggest challenge for teacher professional development in public schools is the culture of individuals not taking the responsibility for their own professional development.

2.2.2 The effect of school leadership on teacher professional development

It is generally accepted that school leaders play a crucial role in teacher professional development and the single most important factor in school effectiveness, is effective school leadership (Smith, 2016). Effective school leaders make time to allow teachers to engage in a concerted effort to improve and develop themselves professionally and support them through this process of professional development (Smith, 2016). According to Mizzel (2010), professional development is the strategy schools and school districts

use to ensure that teachers continue to strengthen their practice and their performance levels throughout their career. School leaders must succeed in creating workplace conditions that offer learning opportunities, learning space and learning experiences (Miecke & Vandenberghe, 2010). School leadership plays a vital role in leading school reform, implementing innovations and making improvements as schools cannot improve without being led. An effective school leader has the capacity to influence, lead and motivate teachers to better performance and encourages innovative changes in teaching and learning (Miecke & Vandenberghe, 2010). According to Chen (2018), professional development is a key to reforms in the teaching and learning process. Professional development includes the learning opportunities for teachers provided and supported by school leaders. Chen (2018) further defines professional development as the continuous education of teachers to improve quality teaching and learning in schools.

Hilton, Hilton, Dole and Goos, (2015) explain that continuing teacher professional development is necessary for building educators' capacity to improve their knowledge and practice with the ultimate goal of promoting students' learning. Similarly, Sambumbu and Jan (2010), contend that school leaders need to be on par with developments in the education and training fields. Sambumbu and Jan (2010), indicate that in South Africa, unlike in other countries like the United Kingdom and the United States of America, any teacher can be appointed to the office of principalship, irrespective of the fact that he/she has school management or leadership qualifications. SACE (2008), explains that professional development is seen as something teachers do to get money.

Teachers who lead their own development create well-defined improvement, plan in advance, organise study groups and learn in a variety of ways (SACE, 2008). According to Sunaengish, Annagarari, Amalia, Nurfatmala and Nadi (2019), school leaders can ensure a healthy environment for teachers that will have positive outcomes for their students through offering professional development opportunities and support services to teachers and by creating an environment where teachers are able to experiment, innovate and lead. Sunaengish et al., (2019), further indicate that effective school leadership encourages continual professional learning. Baker-Gardner (2016), indicates that teacher professional development is a wide variety of specialised training, formal education or advanced professional learning intended to help teachers to improve their professional knowledge, competence, skills, and effectiveness. Baker-Gardner (2016), further explains that teacher professional development is about teachers learning, learning how to learn,

and transforming knowledge into practice for the benefit of their students' growth. According to SADTU's Curtis Nkondo Professional Development Institute (SCNPDI, 2017), Soweto schools need hardworking, competent teachers and professional development opportunities for teachers, not because they promote the recognition of their mark as professionals but also because, as in the case of any field, new opportunities, exploration, learning, and development are always welcome. A key aspect regarding improving the education system nationwide is the need to improve teacher quality and to support teacher professional development (SCNPDI, 2017). In all schools, principals have the highest leadership position and accordingly school principals receive authority to instigate and facilitate change (Van Niekerk, 2009).

According to Van Niekerk (2009), school leaders are responsible for appropriate changes that ensure an effective, integrated education system. Schools with effective school leaders exhibit conditions and factors that create environments which have a positive influence on their teachers. Nothing effective happens in schools without the support and motivation of the principals (Van Niekerk, 2009). According to Derrick (2016), great teachers make school leaders' job easier, and a major component of school leaders' job is to improve teacher quality. An effective school leader can help any teacher to take it to the next level and good school leaders have the ability to help bad teachers to become effective. Effective teachers become good and good teachers become great (Derrick, 2016). Engaging professional development can improve teacher competence and quality learning to students and engaging professional development can also foster dynamic changes for teachers (Derrick, 2016).

This can be done through routine observation and evaluation of teachers in classes by their school leaders to identify areas of need and weaknesses. Development can make teachers improve their teaching practice. School leaders should do everything in their power to provide their teachers with the best resources for professional development. Derrick (2016), goes on to explain that in the age of technology, there are more tools or instruments available for teachers to improve their teaching skills. According to Du Plessis (2017), the role of school leaders is crucial in their staff's professional development. The principal determines whether professional development is taken seriously and whether it is effectively implemented. Du Plessis (2017), further indicates that principals must be the advocates of professional training and provide time for training, protect it from other co-curricular and extra-mural activities and participate in professional development so that

they are as knowledgeable as their teachers. This simply means that school leaders also must be professionally developed to be able to support and manage the professional development of their teachers. According to Du Plessis (2017), there are many challenges that face professional development, for example, an excessive workload can cause low staff motivation. With the rise of global competition and the focus on quality teaching and learning, teacher professional development is becoming increasingly crucial and the stress and challenges for principals are more severe than ever. Du Plessis (2017), also explains that principals must ensure that a balance is created when leading the Continuing Professional Teacher Development (CPTD) initiatives. Without adequate support from school leaders, any attempt for teacher professional development will become ineffective and unattainable.

For sustainable development to occur, Chen (2018), explains that school leaders are required to strengthen the professional competence of teachers and staff, formulate strategic plans, and build collaborative relationships with external parties to manage change. If teachers can always get useful, encouraging feedback from their principals' supervision, they can implement knowledge management behaviours into their professional development (Chen, 2018). According to Brown and Militello (2016), principals not only exercise leadership and management, but they are also role models for teacher professional development. School leaders need awareness about the actions that make them role models of professional development. Principals can be role models through reflective practices, continuous learning, and progress monitoring and being open with their staff regarding personal growth.

Consistent reminders of the importance of professional development allow teachers to think about it and feel motivated to learn more all the time (Brown & Militello, 2016). According to the United Nations Educational Scientific and Cultural Organisation (UNESCO, 2009), school managers can positively contribute to school effectiveness when they are prepared and able to use extensive leadership knowledge to solve complex school-based problems and to build trust through working relationships with school staff, parents, learners and the community at large. Another function accompanied by effective competent school leaders is regular teacher appraisal and professional development (UNESCO, 2009). UNESCO (2009), indicates that a teacher appraisal framework makes evaluation fair by clearly defining roles, responsibilities and procedures and includes multiple forms of measurement such as teacher portfolios, classroom observations and

surveys that include administrator and peer assessment. Nikolaros (2015), explains that school leadership is only effective when a school-based committee or department has been formed for the purpose of assessing school and community needs, engaging the community, building partnerships, managing resources, and providing incentives and training to build partnership capacity. Postholm (2018), indicates that teachers' learning processes need to be developed if they are to lead to school improvement. School leadership can create a learning environment at schools by helping teachers to identify their development, by encouraging experimentation, by funding and allocating resources to support teachers' learning and by enhancing the implementation of new learning. According to Nikolaros (2015), strong effective principals use multiple leadership strategies for leading teachers to raise levels of student achievement.

Hilton, Dole and Goos (2015), contend that school leaders' participation in teacher professional development programs has a positive influence on the capacity for teachers to enact and reflect on new knowledge and practices and a positive influence on the professional growth of the leaders themselves (Hilton et al, 2015). Nikolaros (2015), further states that progressively, weaknesses are aspirations and not inadequacies. Many teachers do not disclose them or are hesitant to express them, because of the negative merits it distinguishes on each teacher. Effective principals construct the effectiveness of performance through growth and development. School leaders must exhibit a strong sense of self-regard or admiration. The effective leader devotes an embodiment for the external contingency of the group, in this case the school and the community members (Nikolaros, 2015).

Day and Sammons (2016), state that school leaders have a key role to play in setting direction and creating a positive school culture, including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. Day and Sammons (2016), further indicate that effective school leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment, and conducive working conditions. A key task for effective school leadership is to influence student performance and teacher competence. Such performances are a function of staff members' motivations, commitments, capacities (skills and knowledge) and the conditions in which they work (Day & Sammons, 2016). According to the Collective Agreement 1 of 2003, (ELRC, 2013), the principal's role is to institute the

process of teachers' appraisal. The school principal must monitor the effectiveness of the evaluation exercise and report appropriately. Sunaengish et al. (2019), indicate that effective school leaders nurture and support their staff members. According to Bush, Joubert, Kiggundu and Van Rooyen (2009), school principals have a direct responsibility for the professional development of their staff. This implies setting high expectations and monitoring and evaluating the effectiveness of professional development programmes where principals operate successfully. They have great potential to improve teacher professional development through developing policies and enacting consistent practice throughout the school (Bush et al., 2009). Hilton et al., (2015), further indicate that school leaders struggle to find ways to create school climates that are supportive of teachers' growth which promote improved practice.

2.3 WHAT CONSTITUTES EFFECTIVE PROFESSIONAL DEVELOPMENT?

According to Darling-Hammond, Hyler and Gardner (2017), effective professional development is defined as structured professional learning that results in changes in educator practices and improvement in student learning outcomes. Darling-Hammond et al., (2017), indicate that effective professional development is the key to teachers' learning and refining teaching approaches required to teach learners to develop and master challenging content, problem-solving, effective communication and collaboration and self-direction. Effective professional development is content-focused, meaning it focuses mainly on teaching strategies with specific curriculum content that supports teacher learning within the teacher's classroom contexts.

Darling-Hammond et al., (2017), further state that effective professional development incorporates active learning as active learning engages educators directly in designing and trying out an opportunity to engage in the same style of learning they are designing for their learners. Benoliel (2015), indicates that teachers need to take part in programmes providing at least 14 hours or more of professional learning for it to be effective. Elements of effective professional development are content-centred, they incorporate active learning strategies, they engage teachers in collaboration, they use models and provide coaching and expert support, they include opportunities for feedback and reflection, and they are of sustained duration (Darling-Hammond et al., 2017).

According to Maandag, Helmes-Lorens, Lungthart, Verkade and Van Veen (2017), well-designed and implemented professional development should be considered an essential component of a comprehensive system of teaching and learning that supports students to develop the knowledge, skills, and competencies they need to thrive in the 21st Century. To ensure a coherent system that supports teachers across the entire professional continuance, professional learning should link to their experiences in the preparation and induction process, as well as to teaching standards and evaluation. It should also bridge to leadership opportunities, to ensure a comprehensive system focused on the growth and development of teachers (Darling-Hammond et al., 2017).

Kwan and Wang (2020), indicate that there's a mediating effect of school leadership on the school culture relationships. The culture of a school, shaped by its principal, affects the competency and capacity of teachers. It also recognizes that school leadership practices affect student academic outcomes (Kwang & Wang, 2020). According to Mizzel (2010), effective professional development enables teachers to develop the knowledge and skills they need to address students' learning challenges and to be effective, professional development requires thoughtful planning, followed by careful implementation with feedback to ensure it responds to educators' learning needs.

Mizzel (2010), further denotes that teachers who participate in professional development must put their new knowledge to work. Professional development is not effective unless it results in better school leaders. The effectiveness of professional development depends on how carefully teachers conceive, plan, and implement it. In effective professional development, a leadership team analyses student achievement data to identify learning problems common to learners in a particular grade or class, determines which problems teachers have the most difficulty in addressing and investigates what they need to know and do to be more successful in helping learners overcome learning challenges (Mizzel, 2010).

2.4 THE POLICY ON THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP (The Standard)

According to the Department of Basic Education (DBE, 2016), the Policy on the South African Standard for Principalship (The Standard), was developed to fully define the role of school principals and the key aspects of professionalism, image and competencies required of principals. This policy also serves as a policy to address professional leadership and management development needs. The Standard applies to all principals at all South African schools and sets out key dimensions of the work to be undertaken by the principal of a school (DBE, 2016). It promotes core values justified by the Constitution of the Republic of South Africa and refers to skills and qualities that are necessary for properly and skilfully performing the duties of a school principal (DBE, 2016).

According to Marishane (2016), school improvement is admittedly the main business of school leadership, however, for such improvement to be sustained, a focus on the quality of school leadership is indispensable. To address the issue of leadership quality, the South African Department of Basic Education has introduced a policy on the standard for principalship. The policy outlines the standard a typical South African school principal is expected to meet (Marishane, 2016). According to the DBE (2016), the purpose of the transformation of any education system is to bring about sustained school improvement and profound change in the culture and practice of schools. The extent to which schools can provide such support and implement the necessary change and improvement will depend on the professionalism of their leaders and the quality of the leadership and management that those leaders provide.

The Standard, in line with other policy initiatives, is designed to improve the professional standard of leadership and management for the well-being of learners and the quality of the education service as a whole (DBE, 2016). Although the Standard focuses primarily on the role the principal as a leading professional in the school, there is a special consideration on shared leadership that distributes leadership responsibility such that people within the school lead each other. Despite all these efforts by the Department of Education (DBE, 2016) to improve the quality of teaching and learning through competent and effective leadership and management policies, public schools are still struggling to attract competent leaders to support and motivate teachers to fully take charge of their professional development initiatives.

The Department of Basic Education (DBE, 2016), further indicates that recognition is given to the expectations and requirements in South Africa that good principals do not act in isolation but lead and manage their schools professionally and embrace the principles of “Batho Pele” and “Ubuntu” (People First and Humanity). The Standard applies to all principals at all South African schools and sets out key dimensions of the work to be undertaken by the principal of the school. The key areas referred to in The Standard are in line with the core purpose and responsibilities of the principal as set out in the Section 16A of the South African Schools Act (84) of 1996 and paragraph 4.2 of Chapter A of the Personnel Administrative Measures (PAM) and the relevant appraisal system (RSA, 2015). Principals working with School Management Teams (SMTs), School Governing Bodies (SGBs), Representative Councils of Learners (RCLs) and wider communities must effectively manage, lead, support and promote the best quality teaching and learning, the purpose being to enable learners to attain the highest levels of achievement for their own good, the good of their community and the good of the country as a whole (DBE, 2016).

Bush and Glover (2016), indicate that there’s a need for specialist leadership training for current and aspiring principals and for senior and middle leaders. The Department of Basic Education (DBE) intends to build upon the quality of leadership and successful outcomes observed at well-functioning schools within the context of their communities and to address poor leadership and inadequate outcomes of schooling at other schools. It has explicitly stated that effective leadership and management, supported by well-conceived, needs-driven development and leadership and management is critical to the achievement of its transformational goals for education (DBE, 2016). Challenges such as poor learner outcomes, conflict with teacher unions, uneasy relationships between principals and school governing bodies and leadership which remains focused on administration rather than teaching and learning affect school leadership in schools (Bush & Glover, 2016).

2.5 TRANSFORMATIONAL LEADERSHIP

According to Anderson (2015), transformational leadership is a relatively new approach to leadership that focuses on how leaders can create valuable and positive change in their followers. Anderson (2015), explains that the transformational leadership focuses on “transforming” others to support each other and the organisation as a whole. According to Burkins-Bright (2010), followers of transformational leaders respond by feeling trust, admiration, loyalty, and respect for the leader and are more willing to work harder than originally expected. Mampane and Bower (2011), state that transformational leadership is a leadership style where leaders create an inspiring vision of the future, motivate their followers to achieve it, manage implementation successfully, and develop the members of their teams to be even more effective in the future.

School principals need to approach their leadership and management roles in a way that will get teachers professionally developed. School leadership research has found that transformational approaches have positive effects on teachers’ competence (Ross, 2015). According to Ross (2015), transformational leadership contributes to valued teacher outcomes; for example, teachers in schools characterised by transformational principals’ behaviour are more likely to express satisfaction with their principals’ report in that they exert extra effort and are more committed to the organisation and to improving than teachers in other schools (Mampane & Bower, 2011). Ross (2015), indicates that the essence of transformational leadership is dedication to nurturing the growth of organisational members and enhancing their commitment by heightening their goals.

Transformational leaders work with others in the school community to identify personal goals and then link these to the broader organisational goals. Transformational leaders create a climate in which teachers engage in continuous learning and in which they routinely share their learning with others (Ross, 2015). Mulder (2017), indicates that transformational leadership in schools is when a school leader empowers members of the learning community to improve from within. Transformational leaders create a culture of innovation, motivate teachers and learners to continuously progress, ever aiming to create the best learning environment for learners. According to Khan, Rehmat and Butt (2020), the transformational leader does not simply run or manage a school to merely keep it afloat; instead, such leaders seek to make things better through the schools’ members and stakeholders.

In a school where transformational leadership flourishes, individuals are confident that their voice matter, elevating collective efficacy and increasing learner achievement. Transformational leaders can explain the goals and strategies to improve the understanding of teachers on how to achieve the vision and mission (Khan, Rehmat & Butt, 2020). Transformational leadership is also found to be very substantial in transforming teacher education. Supermare, Tahir and Aris (2018), indicate that school leaders are mainly responsible in leading all the teachers to develop best teaching and learning methods. Junja (2015), states that organisations are continually required to make changes. Changes are fast and usually find their cause in innovation, technology, and economy. This kind of change is referred to as transformation. To remain on the right track, strong effective leadership that nurtures the strengths of teachers to achieving common educational goals is also important (Junja, 2015).

Mulder (2017), explains that transformational leadership mainly focuses on a different way of leading which is needed in a changing organisation. Change includes learning new behaviour and unlearning old behaviour. Mulder (2017), further explains that it is difficult for employees to achieve this without being well supported and coached. Transformational leadership guides employees, giving them the confidence and encouragement to adapt to change (Junja, 2015). A transformational leader guides his followers, engages with them, encourages, and motivates them in personal and professional development so that they can get the best out of themselves. To provide more guidance, transformational leadership focuses on employees across all levels of the organisation, preparing them for change and empowering them in the process (Mulder, 2017).

According to Meador (2019), transformational leaders are motivating, influential and proactive. They optimise people's development and innovation and convince them to strive for higher levels of achievement. Transformative leadership skill is necessary for teacher development and school effectiveness (James, 2013). According to Stump, Zlaitkin-Troitschanakaia and Mater (2016), transformational leadership in schools leads to teachers making an additional effort, demonstrating commitment to change. Stump et al., (2016), indicate that transformational leadership correlate with a high degree of commitment, job satisfaction and satisfaction with the principal.

Stump et al., (2016), further explain that transformational leaders advance the innovative and creative behaviour of their followers by encouraging them to question assumptions

and problem-solving approaches constantly and consistently. Followers are integrated in decision-making processes and are encouraged to develop, try out, or apply new problem-solving techniques. School principals adopting a transformational leadership style serve as role models for their teachers and encourage reflection and critical thinking (Stump et al., 2016). According to Smith (2016), there are three basic functions of transformational leadership; firstly, these leaders serve the needs of others and inspire and empower followers to achieve great success. Secondly, they charismatically lead, set a vision, and instil trust, confidence, and pride in working with them. Thirdly, they offer intellectual stimulation to their followers.

2.6 COACHING AND MENTORING

Jones (2008), describes mentoring as a way of managing career transition whereas coaching is used whenever an individual feels the need to evaluate their professional capabilities allowing for genuine continuous professional development (CPD). Jones (2008), further defines mentoring as a supportive, long-term relationship between an experienced mentor and less experienced mentee. The idea is that the more senior mentor passes on knowledge and guidance as the mentee finds his or her feet in a new role. Mentoring is often structured around fulfilling standards such as performance management targets which provides plenty of documentary evidence of the mentoring and its outcomes (Jones, 2008). The process ends when the mentee is confident or capable enough to carry on with his or her duties without oversight (Jones, 2008).

According to Mayle (2015), the main focus of coaching and mentoring conversations for school improvement is to build the competence and capabilities of teachers, so that they can take steps towards achieving the school's strategic vision. Mayle (2015), states that when coaching and mentoring approaches to school improvement are valued, they are embedded into performance and school development policies. This means that performance development plans are explicitly linked to coaching and mentoring and school improvement. Zain, Asimiran, Razali, Ahmad and Zozi (2021), denote that teaching supervision is an effective assessment tool to ensure effective teaching and learning in the classroom. In this light, coaching and mentoring approach is a form of teaching supervision that increases the effectiveness of teaching supervision in schools.

Coaching and mentoring conversations are premised on a shared understanding by the principal and teachers of the priorities within the school improvement agenda that is being

pursued. This approach to school improvement requires an environment of trust and a culture of ongoing or continuous learning and risk-taking by the school leadership and staff (Mayle, 2015). Zain et al., (2021), further indicate that coaching and mentoring could enhance the competence of teaching supervisors, especially school leaders in high-performing schools. According to Robinson (2011), school districts that provide opportunities for school leaders to experience the socialisation advantages of their profession, benefit from an enhanced and accelerated level of expertise among all leaders. Robinson (2011), explains that professional development is much more likely to be successful when it involves collaboration between staff and that effective mentoring and coaching is the key to professional development. According to West-Burnham (2013), coaching's positive emotional impact stems largely from the empathy and rapport a leader establishes with employees.

A good coach communicates a belief in people's potential and expectations that they can do their best (West-Burnham, 2013). Jones (2008), defines mentoring as a way of managing career transition whereas coaching is used whenever an individual feels the need to evaluate their professional capabilities, allowing for genuine continuous professional development. According to Makhurare (2017), coaching consists of peer-to-peer discussions that provide the person being coached with objective feedback on their strengths and weaknesses in areas chosen by them. While discussion is led by the coach, they ask questions that allow the professional seeking advice to reflect on their practice and set their own goals for improvement.

The coach does not evaluate, judge, or set targets and the person being coached is in full control of the discussion. Coaching also gives the recipient more say in the direction of their professional development and encourages them to take ownership of their continuous development programme (Makhurare, 2017). According to Hansen and Simonson (2010), teacher professional development can also be provided through coaching, mentoring, collaborative planning, teaching, and sharing of good practices. Murat (2010), explains that peer-coaching is based on reciprocal visits of two teachers whereby they provide each other with feedback and advice about their teaching practices. In peer coaching, each teacher acts as both the coach and the coachee which creates sustainability and reduces the cost of training by involving each participant as an equal partner in the process. It supplies supportive and developmental contexts for both teachers (Murat, 2010). On the other hand, mentoring is a form of personal and

professional partnership which generally involves a more experienced practitioner supporting a less experienced one who is usually new to the job such as novice teachers (Murat, 2010). Mentoring calls for mentors to be masters of certain standard practices to mentees. Coaching and expert support also involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs (Maandag et al., 2017). In Resolution 8 of 2003 The Education Labour Relations Council (ELRC), stipulates that mentoring needs to take place to assist teachers to improve their teaching practice. Mentoring must be an ongoing process in terms of the responsibilities of the immediate school. Furthermore, peer mentoring and support should also be ongoing but are likely to be informal and less structured interactions (ELRC, 2003).

2.7 THE EFFECTIVENESS OF TEACHER PROFESSIONAL DEVELOPMENT

According to Steyn (2009), successful professional development experiences have a noticeable impact on teachers' work, both in and out of the classroom. Steyn (2009) further indicates that effective teacher professional development programmes help teachers to acquire the most recent subject knowledge and to use appropriate techniques to enhance student learning. Teacher professional development enables teachers to develop skills they need to address student learning challenges (Steyn, 2009). To be effective, teacher professional development requires thoughtful planning, followed by careful implementation with feedback to ensure it responds to education learning needs. Professional development is not effective if it doesn't cause teachers to improve their instructions or cause teachers to become better classroom managers (Steyn, 2009).

Gulamhusein (2013), identifies five principles of effective teacher professional development, which are:

- The duration of teacher professional must be notable and purposeful to allow time for teachers to learn a new strategy and grapple with the implementation problem;
- Support for teachers during the implementation stage must address specific challenges of changing classroom practice;
- Teachers' initial exposure to a concept should engage through varied approaches so they can participate actively in making sense of a new practice;
- Teachers should be supported in understanding a new practice; and
- The content presented to teachers that should be specific to the discipline or grade level.

According to Kok, Rabe, Swartz, Van der Vyver and Van der Walt (2010), teacher development has a positive and assuring impact on the school's overall development. Contrary to this view, Naidoo (2008), indicates that teacher professional development has a moderate effect on student achievement as it only improves and increases teacher's knowledge of the subject they teach, and it advances teacher understanding of effective instructional strategies founded on scientifically based research. Laila (2015), argues that teaching knowledge needs results in learners being knowledgeable in many aspects, simultaneously and immediately apply their knowledge to use in daily life, and to solve problems in everyday life. The SCNPDI (2017), indicates that school leaders themselves need professional development and to help educators and learners they also need support from the district and provincial offices.

They also need feedback on their leadership performance to improve their professional practices and to ensure good results for their learners and professional growth and development for their entire staff members. The SCNPDI (2017) further indicates that investing in school leadership is very critical to ensuring that school leaders receive the support they need. In pursuit of professionalism, teachers should immerse themselves in a process of continuous professional development. According to Mampane and Bower (2011), the process of professionalism is likened to a journey undertaken by teachers driven by ethical commitment and passion for their profession.

2.8 LEADING SCHOOLS AS LEARNING COMMUNITIES

Research on teacher professional development points to the importance of teacher professional learning communities in promoting teacher development. One of the provisions in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED), is the establishment of a program to promote collective and cooperative participation in professional activities, for professional development (DBET, 2011). The framework acknowledges that the challenges facing teacher professional development in South Africa are substantial. These include limited access to quality continuous professional development (CPD) opportunities for teachers and weaknesses in the system to achieve considerable improvement in the quality of teaching and learning in schools.

According to Harries and Jones (2018), the school as a learning organisation is an influential concept that has informed and continues to inform school improvement practices within and across schools. Effective professional development is development that has a satisfactory positive impact on the quality of teaching and learning. According to the DBE (2015), the establishment of Professional Learning Communities (PLCs) has been put forward in the ISPFTED South Africa (2011-2025) as an instrument to strengthen teacher professionalism. Supportive school leadership and management is a major condition for effective Professional Learning Communities (PLCs).

According to SACE (2014), school principals need to use the SACE Endorsement Type 2 Professional Development Activities to address the needs in the School Improvement Plan (SIP). IQMS activities such as SMT class visits and lesson observations, IQMS internal workshops, drawing up of school policies and management plans, drawing up of duty rosters and timetables for teachers, teacher development and school improvement activities such as monitoring, mentoring and coaching programmes of staff members and making sure they are developed and implemented, can be used by school leaders as tools for the CPTD system.

Du Plessis and Eberlein (2018), indicate that the Performance Standard 9 of the Development Appraisal Instrument (DAI) as agreed in Resolution 8 of 2003 of the Education Labour Relations Council (ELRC, 2004), refers to personnel matters and has the expectation that school principals manage and develop personnel in such a way that the vision and mission of schools as educational institutions are accomplished. Principals according to this (DAI) need to ensure that staff training and mentoring programmes are developed implemented and evaluated (Du Plessis & Eberlein, 2018).

According to Harries and Jones (2018), learning without change is not only antithetical but also ineffectual if significant organisational improvement is the real endgame. Without the collective commitment, collaborative action, associated risk-taking and deep changes required for the school to be an authentic learning organisation, this influential and potentially transformational concept is in danger of being negated. If the school as a learning organisation is to be more than just the latest label, then leaders at all levels in schools will need this to be their shared ambition, their fundamental purpose, and their collective focus for school improvement (Harries & Jones, 2018). According to the DBE (2015), the purpose of the IQMS is to evaluate educators' performance, identify specific

needs for support and development, to provide support for continued growth, to promote accountability and to monitor the school's overall effectiveness.

SACE (2012), indicates that teachers must use SACE Endorsed Type 1 Professional Development Activities. In this way, IQMS help teachers identify their professional development needs. IQMS activities like the classroom observations, developing teacher profiles, IQMS meetings and workshops can be used as their own initiated professional development activities. Teachers can then decide to engage in PLCs like staff meetings, subject meetings, and other professional development activities to address these needs. Effective school leadership is a key benefactor to the school's effective learning and teaching and improvement (DBE, 2015). Borko et al., (2010), argue that professional learning communities can promote continuous learning in response to local school and classroom realities and work against hasty remedy fragmented workshops for teachers where learning tends to dissipate.

2.9 SCHOOL LEADERSHIP AND THE INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)

2.9.1 What is the Integrated Quality Management System?

According to Department of Education (DoE, 2001), there has been no national system of evaluating the performance of schools in South Africa for many years. In addition, there was no comprehensive data on the quality of teaching and learning. As a result, Resolution 8 of 2003 was agreed upon in the Education Labour Relations Council (ELRC, 2003). This resolution aimed to integrate the then existing programmes on quality management in education. These programmes were:

(a) The Developmental Appraisal System (DAS), that came into being on 28 July 1998 (Resolution 4 of 1998) with the purpose of appraising individual teachers in a transparent manner aiming at determining areas of strengths and weaknesses and drawing up programmes for individual professional development.

(b) The Performance Management (PM) which was agreed to on 10 April 2003 (Resolution 1 of 2003) with the purpose of evaluating individual teachers for salary progression, grade progression and affirmation of appointments, rewards, and incentives (ELRC, 2003).

(c) In 2000 the **Whole School Evaluation (WSE)** was introduced, the aim being to improve the overall quality of teaching and learning in South African public schools (DoE, 2001).

In accordance with the Collective Agreement 8 of 2003, the ELRC then introduced the Performance Appraisal (PA). However, before the Performance Appraisal could be implemented, an agreement was reached in the ELRC to integrate the existing programmes (ELRC, 2003). The ELRC (2003) explains that the Integrated Quality Management System (IQMS) is a national policy aimed at increasing productivity and competence among teachers. The implementation of the IQMS depends on the existence of a functional School Management Team (SMT), Staff Development Team (SDT) and Development Support Group (DSG) (ELRC, 2003). According to the DoE (2002), Whole School Evaluation is the cornerstone of the quality assurance system in schools as it enables a school and external supervisor to provide an account of the school's current performance and show to what extent it meets national goals and the needs of the public and communities. Whole School Evaluation inspires the need for all schools to look continuously for ways to improve (DoE, 2002).

2.9.1.1 The School Management Team (SMT)

According to the DoE (2001), the School Management Team (SMT) is comprised of the school principal, the deputy principal, and the Heads of Departments (HODs). The school principal has a vital role to play in the implementation of the IQMS and is expected to work together with the Development Support Group (DSG) to make sure that the evaluation process is done fairly and consistently (DoE, 2001). The principal also has the overall responsibility for advocacy and training, and further ensures that the IQMS process is implemented uniformly and effectively at the school (ELRC, 2003).

2.9.1.2 The Staff Development Team (SDT)

The Staff Development Team (SDT) consists of the school principal, the Whole School Evaluation coordinator and the democratically elected Post Level 1 teachers and is responsible for the management of the implementation of the IQMS process (ELRC, 2003). Like the Development Support Group (DSG), the Staff Development Team (SDT) is the coordinating team which ensures that all teachers are supported to become better at their jobs. The SDT should advise the School Management Team (SMT) what corporate development programmes are projected for the new year. Teachers benefit and

ultimately learners benefit in the classroom when schools have dedicated professional development programmes (ELRC, 2003).

2.9.1.3 The Development Support Group (DSG)

The Development Support Group (DSG) is the coordinating team consisting of the teacher's immediate senior and one other teacher called the "peer" (ELRC, 2003). This group is responsible for baseline evaluation of teachers (for developmental purpose) as well as summative evaluation at the end of the year (Performance Measurement). Promoting the monitoring and support of teachers is the main purpose of the DSG. The role of this coordinating team (DSG) is of vital importance in the implementation of the IQMS (ELRC, 2003). In their first year of teaching, teachers must identify their Development Support Group for assistance with the development of the Personal Growth Plan (PGP) (ELRC, 2003). The DSG must work with the Staff Development Team (SDT) to incorporate plans into the School Improvement Plan (SIP). The DSG must also verify that the information provided for Performance Measurement is accurate (DoE, 2003).

2.9.1.4 Challenges and problems with the implementation of the Integrated Quality Management System (IQMS)

According to Davids (2009), the then Minister of Education, Naledi Pandor, admitted that the South African education system still faced many challenges. "We are a system that underperforms and fails to support learners to acquire skills for learning. Our performance in Mathematics and Science subjects is dismal and we continue to be faced by inadequate infrastructure, poor and ineffective administration in some provinces and disaffected and demotivated teachers", the then Minister said. According to Keshav (2012), school leaders are seen as a vehicle to steer and influence the implementation of the Integrated Quality Management System (IQMS). They are however, faced with many challenges and must strategize ways to ensure that the process is productively implemented at schools.

Keshav (2012), further indicates that for teachers to take ownership of the IQMS policy and implementation, school leaders need to first take ownership of the policy to contribute to its implementation. The IQMS programme as a teacher development programme makes school principals responsible to initiate the system and to ensure that the programmes succeed, by encouraging, monitoring, and supporting all their staff members to fully participate in their professional growth (DoE, 2001). The ELRC (2003), explains that recommendations for professional development should be based on the ratings

obtained for performance. The instrument considers the fact that contextual factors can influence a teacher's assessment rating. Despite efforts to strengthen the implementation of the IQMS, schools have struggled and are still struggling to work with it (CDE, 2015). As a result, the Department of Basic Education (DBE) commissioned a review of its implementation in 2007 (CDE, 2015). The review identified two main challenges: Firstly, skewed emphasis during IQMS training on performance measurement for pay and level progression, with the result that professional development was not understood as part of the process. Secondly, the lack of professional development opportunities for all teachers and a lack of quality assurance of development programmes (CDE, 2015).

Policies seem not to acknowledge the realities of the teaching environment and are experienced more as prescriptions for controlling teachers' behaviour than as provisions supporting increased effectiveness in creating and maintaining an educationally sound environment where effective quality teaching and learning can occur (CDE, 2015). According to the Teacher Development Summit Report (ELRC, 2010), teachers' low levels of commitment to their profession are partly due to administrative overload, having to teach learning areas for which they are not trained, poor working conditions, poor physical infrastructure and overcrowded classes, undue delays in filling vacant posts, being in the profession as a result of following the validity of bursaries rather than a calling, and lack of being valued by society.

Watson and Watson (2013), explain that South Africa's education system has been described as a "dynamic complexity" of historically driven, rapid and continuously evolving pursuit of learner achievement. The Employment of Educators Act (76 of 1998) mandates principals to conduct professional development programmes of teachers and to assist teachers in developing and achieving educational objectives in accordance with the needs of the school. For the school principals to fulfil their role of providing professional development opportunities to their teachers, they also need to be developed to execute their task (CDE, 2015).

2.9.1.5 IQMS and teacher professional development

According to Tsotetsi (2013), the Integrated Quality Management System (IQMS) is meant to be an integrated approach to measuring quality, accountability, and competence. Although quality is difficult to measure, it is possible to utilise appropriate indicators and instruments to make inferences about quality and improvement. Tsotetsi

(2013), further explains that the professional development of teachers is a cornerstone for the provision of quality teaching and learning regarding the education system in a country and the IQMS has been put in place to develop the competencies of teachers in South Africa. Mhangani (2012), indicates that a major problem in teacher professional development is that teacher competencies are seen not to be improving as envisaged, mainly because of problems experienced in the implementation of the IQMS process. The implementation of the IQMS becomes the securing of rewards rather than improving the quality of teaching and learning, because the same instrument is used for development and performance management (Mhangani, 2012).

According to the ELRC (2003), the main objective for the Department of Basic Education (DBE) and for teachers is to improve the quality of learning and teaching and for this, teachers are all accountable to the wider community. Mhangani (2012), further indicates that personal and professional development of teachers underpins the IQMS. Teachers are offered professional development in the form of skills and competency-enhancement workshops. Personal development takes the form of recognition and promotion of teachers' strengths and interests, the promotion of emotional well-being and a healthy self-concept and the preparation of teachers for salary and grade progression as a form of reward (Mhangani, 2012).

Participation management is promoted by encouraging teachers to develop a Personal Growth Plan (PGP), with the help of the Development Support Group (DSG). Under the IQMS, teachers are required to undertake self-evaluation and rate their performance and development needs to inform their personal growth plan (PGP), which should be produced at the commencement of each annual cycle (ELRC, 2003). Teachers are the primary drivers of their personal growth plans but with the support from their development support groups (DSG) (ELRC, 2003).

According to SADTU's Curtis Nkondo Professional Development Institute (SCNPDI, 2017), some teachers in Soweto primary schools find it difficult to even develop their personal growth plans as there are no development support groups to assist and guide them with the process. In this way the professional development aspect of the IQMS has been neglected because these schools have not had the time or skills to implement all the IQMS requirements (SCNPDI, 2017). According to the Education Labour Relations Council (ELRC, 2010), there are insufficient support structures for teachers.

2.9.2 How does IQMS relate to the Continuing Professional Teacher Development (CPTD) system?

Both the IQMS and the CPTD system have common features in terms of the developmental aspect. The IQMS appraises individual teachers with a view to determining areas of strengths and weaknesses, and to draw up programmes for individual development (ELRC, 2003). According to Bernadine (2018), continuing professional teacher development (CPTD) is a system that encourages teachers to grow professionally, managed by the South African Council for Educators (SACE). The CPTD provides teachers with a database of SACE approved providers and a menu of SACE endorsed professional development activities (SACE, 2009). According to SACE (2009), teachers earn points from the SACE endorsed professional development activities they participate in.

According to the Teacher Development Summit (ELRC, 2009), IQMS is a system that is used to help teachers to identify their professional development needs and address them through various SACE endorsed professional development activities, areas where teachers are required to record and report their personal development plans, and to participate in professional development activities apart from the IQMS process. They use the same information for their formative and summative evaluation process. In this way, teachers fulfil both the IQMS and the CPTD system requirements. According to SACE (2009), the CPTD management system empowers teachers to assert and consolidate their professionalism. It is meant to widen the inception of what counts as professional development and respect teachers' professional accountability while at the same time meeting the needs of the profession and the education system in totality.

The CPTD management system is a means of ensuring that teachers are aware of their commitment in respect of professional development, as well as given the opportunities to demonstrate this (DoE, 2007). The policy framework makes provision for teachers to enhance their professional development and performance continually. The education system of South Africa's aim is to improve the quality of education by focusing on the professional development of teachers (DoE, 2007). However, Steyn (2009), argues that the policy framework is a reform initiative aimed at changing the quality of teaching in South Africa, but its success cannot be guaranteed unless its potential to lead to teacher's professional development has been considered.

The policy framework identifies four types of Continuing Professional Development of Teachers (CPTD) activities: school-driven activities, employer-driven activities, qualification-driven activities, and other activities provided by organisations approved by the Department of Basic Education (DoE, 2007). Steyn (2009), explains that the policy framework provides broad guidelines for the implementation of the Continuing Professional Teacher Development. It predominantly focuses on the professional development of individual teachers with the point-driven system introduced to be registered as professionals. SACE (2009), indicates that the Policy Framework for Teacher Education and Development in South Africa is designed to equip a teaching profession to meet the needs of democratic activities, from initial recruitment and preparation to self-motivated professional development.

According to the Council for Higher Education (CHE, 2007), the policy framework deals with teachers in schools and is not directed at teachers in adult education, early childhood development centres, or further education and training colleges. SACE (2009), further explains that the framework is driven by the principle of teachers taking responsibility of their own development and it is of the utmost importance that teachers as professionals take initiative and drive their own professional development. Professional development should also be an inherent part of their professional life; however, it is equally important that the principles of their professional development be understood within a broader context of adequate resource and ongoing teacher support structures (SACE, 2009). Teachers have the responsibility to drive their own professional development and they need to be supported continually.

2.10 AN INTERNATIONAL PERSPECTIVE ON TEACHER PROFESSIONAL DEVELOPMENT PROGRAMMES

2.10.1 Australia

Different countries use different programmes or activities for teacher professional development. According to Ling and McKenzie (2015), many of the current professional development programmes in Australia are prescriptive and do not allow teachers to interact creatively with the curriculum or with pedagogical approaches. Such programmes are unlikely to prepare teachers and their learners to face the unknown (Ling & McKenzie, 2015). In Australia, teachers are at pains to emphasise the fact that pre-service teacher education cannot and should not be expected to produce teachers who are experts, ready

and able to deal immediately with all the complexities of teaching (Ling & McKenzie, 2015). According to Timperley (2011), professional development for teachers in Australia takes many paths which include half day and day workshops, modules of 12 to 15 hours of professional development - in some cases creditable to a formal university qualification, undertaking full award courses such as masters and doctoral degrees, mentoring and coaching, action research projects and many other variations on these themes. Timperley (2011), explains that much of the professional development in Australia is still provided in a format that involves a one-way transmission of knowledge between the professional development provider and the teacher undertaking the professional development programme.

Professional development approaches in Australia lead to an increase in a teacher's information or knowledge, but rarely lead to any real change in practice and in many cases, there is little if any transfer of knowledge or practise from the professional development participants to their colleagues (Timperley,2011). Ling and McKenzi (2015), argue that most professional development programmes appear to lead to changes in teacher's knowledge and awareness but not to changes in practice and skills.

2.10.2 Japan

According to Doig and Groves (2011), the Japanese Lesson Study is a form of professional development that is school-based and organised by teachers themselves. Teachers with a common focus meet and plan lessons together. These lessons may have a focus on building skills and understanding and are observed by not only all the teachers who are doing the planning, but also by observers who at one end of the spectrum may come only from teachers' own schools, or at the other end may come from all over Japan (Doig & Groves, 2011). This form of professional development in Japan persuades primary school education and to a lesser extent secondary school education across the country, with teachers researching their own practice in school-based communities of inquiry (Doig & Groves, 2011).

Doig and Groves (2011), further state that 'lesson study' has also been introduced in South-East Asian countries such as Indonesia and Malaysia as well as in South America. This form of professional development generates widespread interest because it encourages teachers to develop their own communities of inquiry into their own teaching practices. It provides a model for large-scale sustainable professional development.

Teachers in Japan see Lesson Study as having an impact through connecting classroom practice to broader school and community goals. In South Africa teachers do not see the IQMS as a relevant tool for their professional development because of the lack of support, motivation, and encouragement from their school leaders (SCNPDI, 2017).

2.10.3 Caribbean (Jamaica and the Bahamas)

According to Miller (2012), the teacher appraisal process in Jamaica and the Bahamas involves the supervisor using an appraisal instrument to assess the performance of those under his or her supervision. Principals in these areas assess teachers in their schools and principals are assessed by education officers. At the commencement of the programme both principals and education officers are given orientation and training in the appraisal process. Principals assess each teacher individually and then have personal discussions related to the appraisals. The appraisal forms are then sent to the Ministry of Education. The Ministry of Education then sends the names of teachers graded in the top two categories to the Department of Personnel Management Services which then ensures that those teachers receive the annual increment (Miller, 2012).

Contrary to this, school principals in Soweto or public schools in South Africa are not trained to assess teachers and the same principals are not assessed by the district officers. During the IQMS process, teachers are only assessed by their chosen panels (mostly friends or teachers close to them) during a particular lesson just to score points for pay and grade progression (SADTU, 2013). According to Samhungu (2021), the world is constantly changing and teachers need to adapt and acquire new skills to deal with the learning challenges brought by these changes. In Latin America and the Caribbean, good teachers benefit students for at least two years after they have stopped teaching them.

The majority of teachers in the Latin America and Caribbean (LAC) region, are not trained in pedagogy, assessment and growth is not systematically carried out, and there is lack of networking, coaching and standards (Samhungu, 2021). Miller (2012), further indicates that in 1994, the Professional Development Unit (PDU) of the Ministry of Education in Jamaica introduced its School-Based Principal and Teacher Appraisal programme. According to Gardner (2016), the Ministry of Education, Youth and Information introduced the Jamaica Teaching Council (JTC), which was established as a part of the education transformation strategy to improve the quality and coverage of education nationwide. Griffin (2010), indicates that the Ministry of Education, in recognition of the challenges of

the education sector, endorsed JTC as a body responsible for regulating the teaching profession, building and maintaining competencies of teachers and raising the public profile of the profession as a change agent to societal reform and development in the context of the Social Policy Vision for Jamaica (Griffin, 2010).

Williams (2021), indicates that teachers are expected to prepare students to become life-long learners. Teachers themselves have to learn and develop throughout their career. They need to be able to use tools and technologies to take advantage of the latest research on learning and pedagogical practices. Teachers need to be encouraged to take advantage of available training programmes to build on their existing qualifications (Williams,2021).

2.11 CONCLUDING REMARKS

From the review of literature, it has been established that effective leadership plays a key role in the professional development of teachers and the development of a healthy school culture. Professional development of teachers is crucial to school improvement. Professional development as an aspect of the IQMS could be a powerful strategy to improve teachers' knowledge and skills to enhance quality teaching and learning. To improve quality teaching and learning in Soweto schools, teachers have to take the responsibility for and ownership of their own professional development and display a willing approach to learning through programmes like the IQMS.

Effective school leaders are responsible for establishing a schoolwide vision of commitment to high standards and the success of learners and the professional development of teachers. Though Du Plessis and Eberlein (2018), argue that principals cannot be expected to professionally develop teachers by themselves and must increasingly rely on the other members of the school management, principals are the leaders at school and need to be the “driving force” behind the development of teachers.

If school leaders are not well informed and do not have sufficient knowledge of the IQMS process, there will not be any support and motivation rendered to teachers in Soweto primary schools and its implementation will be hampered. Some schools in South Africa are at full implementation and these schools are mainly the former Model C schools. In township or public schools, it is a different story. Thus, I believe that school leaders in Soweto schools need to be thoroughly trained in the IQMS process so they can be able to fully support, motivate and encourage their staff members to take responsibility of their

own professional development. In the next chapter I will discuss and present the methodology and research design employed in this study. In addition, the chapter addresses matters relating to the sampling and data collection strategies, and the ethical issues that had to be considered.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the methodological structure of this study. This chapter also describes the data gathering techniques and data analysis procedures. Reliability of the data and the trustworthiness of the findings, as well as the ethical considerations that applied to this study are also discussed. The research methods selected for this research topic and why these methods were deemed appropriate to this study are explained. The discussion is structured around the research design, sampling, data collection and data analysis. Ethical considerations and measures to provide trustworthiness and credibility are also discussed.

3.2 Research Paradigm

According to Shah and Abdullah (2013), a research paradigm is a pattern to conduct research. It is a framework of thoughts or beliefs within which theories and practices operate. Research paradigm acts as a function of how a researcher thinks about the development of knowledge. Makombe (2017), defines research paradigm as a worldview about conducting research. Research paradigm provides the students with an idea to choose methods and research design. The research paradigm is one that addresses what should be the method to follow for the research (Makombe,2017). Shah and Abdullah (2013), further indicate that research paradigms are ways of exploring the basic set of beliefs that you have and how those beliefs influence the way you do research.

According to Rehan and Alharthi (2016), positivism, interpretivism and critical theory are the most popular paradigms in educational research. This study was conducted from an interpretivism approach. According to Shah and Abdullah (2013), interpretivism refers to the ways via which one can gain knowledge of the world, which loosely relies on interpreting and understanding the meanings that humans attach to their actions. Interpretivism uses qualitative methods to reach multiple realities (Shah & Abdullah,2013). Rehman and Alharthi (2016), further indicate that as researchers, we have to be able to understand and articulate beliefs about the nature of reality, what can be known about it and how we go about attaining this knowledge. Kenkam (2019), indicates that studies of human behaviour usually require the adoption of a research

paradigm with the objective of improving the credibility and generalisability of the study. According to Kenkam (2019), applying research paradigm in information research is noted to vary from one researcher to another based on the character of the issue under investigation. Ranga (2018), defines research paradigm as a philosophical framework that your research is based on. It offers a pattern of beliefs and understandings form when the theories and practices of your research project operate (Ranga, 2018).

3.3 RESEARCH METHODOLOGY

Rehman and Alharthi (2016), define methodology as an articulated theoretically informed approach to the production of data and also as the study and critical analysis of data production techniques. According to Antwi and Hamza (2019), two popular methodologies grounded in the interpretivist paradigm are qualitative and quantitative methodologies. In this study a qualitative methodology was deployed to collect and analyse data. Pathak, Jena and Kalra (2013), define qualitative research as a type of scientific inquiry that consists of an investigation that seeks answers to questions, systematically uses a predefined set of procedures to answer the questions, collects evidence, produces findings that were not determined in advance and that are applicable beyond the immediate boundaries of the study.

Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations (Pathak et al., 2013). According to Weinrich (2009), qualitative research provides a rich, detailed picture to be built up about why people act in certain ways, and their feelings about these actions. Weinrich (2009), further defines qualitative research as a research approach aimed at the development of theories and understanding. Qualitative research involves an interpretive, naturalistic approach to the world, meaning qualitative researchers study phenomena in their natural setting, attempting to make sense of or interpreting phenomena in terms of the meanings people bring to them (Hassan, Water, Abul-Almaaty, Yusuke and Sakuragi, 2014). Qualitative research implies an emphasis on processes and meanings that are not experimentally examined or measured. The purpose of qualitative research is to provide the researcher with the perspective of target audience members through immersion in a culture or situation and direct interaction with people under the study (Weinrich,2009). According to Devault (2019), qualitative research is important because it measures things that numbers might not be able to define.

Qualitative research relies on data obtained by the researcher from first-hand observation, interviews, questionnaires, focus groups, participant-observation, recordings made in natural settings, documents, case-studies and artifacts. The data is nonnumerical (Devault,2019). Cope (2013), indicates that qualitative research emphasizes exploring individual experiences describing phenomena and developing theory.

3.4 RESEARCH DESIGN

According to Hassan et al., (2014), a research design summarises the procedures for conducting a study, including when and under what conditions the data will be obtained. This is to specify a plan for generating empirical evidence that will be used to answer the research questions. The design of the study defines the study type, research question, data collection methods and statistical analysis plan. Research designs and research methods are different but closely related, because a good research design ensures that the data the researcher obtains will help to answer research questions more effectively (Hassan et al.,2014). This study used a collective case- study design.

Akhtar (2016), explains a research design as the arrangement of conditions for the easy collection and analysis of data in a manner that aims to combine relevance to the research purpose with procedure. Yin (2006), indicates that in a case-study design, individuals or events are studied in-depth for a defined period. A case-study strives towards a holistic understanding of how participants relate and interact with each other in a specific situation and how they add meaning to the phenomenon that is under study.

Yin (2006), further explains that a case-study is an empirical inquiry that investigates a contemporary phenomenon with its real-life context when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used. In this study, I investigated leadership in the implementation of the Integrated Quality Management System (IQMS) in Soweto schools, the problems and challenges school leaders encounter with the implementation process and how they deal with those challenges and problems. I also wanted to understand and explore experiences and perceptions of teachers with leadership and the implementation of the IQMS in Soweto schools.

According to Kazdin (2016), the unique feature of a case-study design is the capacity to conduct experiential investigations with the single case. Case can refer to an individual person, classroom, school, business, entire city or state. As a research method, the case-

study is used in many situations to contribute to the knowledge of individual, groups, and organisations, social, political, and related phenomena (Phelan, 2015). Case-studies allow investigations to focus on a case and retain a holistic and real-world perspective such as in studying individual life cycles, small group behaviour, organisation and managerial processes, neighbourhood change, school performance and international relations (Phelan, 2015).

Zainal (2007), indicates that a case-study research design allows the exploration and understanding of complex issues. It can be considered a robust research method particularly when a holistic, in-depth investigation is required (Zainal, 2007). According to Yin (2006), a case-study can be used to capture the complexity of a case, including temporal changes, as well as to explore the contextual conditions of a case.

3.5 DATA COLLECTION

According to McMillan and Gogia (2014), data collection in educational research is used to gather information that is then analysed and interpreted. Waring, Coe and Hedges (2012), further explain that data collection is a very important step in conducting research and can influence results significantly. Once the research question and sources of data are identified, appropriate methods of data collection are determined. According to Rahman (2016), qualitative data gathering is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participation observation, focus group discussion, narratives, and case histories.

Data collection starts with the researcher deciding from where and from whom data will be collected. Rahman (2016), further indicates that the researcher is the main research tool or primary instrument for the data collection process in qualitative research. In this study, I collected data by means of semi-structured interviews. Semi-structured interviews include open-ended questions that allow the participants the freedom to express their views in their own terms and to disclose their own experiences (Rahman, 2016). The participants were interviewed individually.

3.6 SAMPLING

According to Salkind (2010), sampling occurs when researchers examine a portion or sample of a larger group of potential participants and use the results to make statements that apply to this broader group or population. This study used purposive sampling. The sampled schools were purposively selected from the primary schools within the Soweto area, taking into consideration that all schools around this area are currently struggling with the implementation of the Integrated Quality Management System (IQMS). Teherani, Martimianakis, Sternfors-Hayes, Wadhwa and Varpio (2015), indicates that qualitative researchers utilise purposive sampling whereby research participants are selected deliberately to test a particular theoretical premise. I targeted schools near my residence because I could easily approach the principals and revisit them when I needed clarity on something related to the study. Gender was not considered in the selection of the sampling, because the information needed was not gender-based.

According to Saunders, Lewis and Thornhill (2012), a purposive sampling method may prove to be effective when only limited numbers of people can serve as primary sources due to the nature of the research design and its aims and objectives. Purposive sampling can also be effective in exploring anthropological situations where the discovery of meaning can benefit from an intuitive approach. Four primary schools from Soweto in the Gauteng Province were selected and one member of the School Management Team (SMT) and two Post Level 1 educators from each of the four schools were selected as participants. Because members of the School Management Team (SMT) are expected to support, motivate, and encourage educators to partake in the IQMS process and other professional development activities their participation in this study was paramount.

According to Saunders, Lewis and Thornhill (2012), purposive sampling is most successful when data review and data analysis are done in conjunction with data collection. Saunders, Lewis and Thornhill (2012) further explain that purposive sampling gives better results if the researcher is unbiased and has the capacity of keen observation and sound judgement. Purposive sampling focuses on the theoretical aspects of the data and explores the characteristics of the items selected to form an opinion on them (Cachia and Millward, 2011). Devault (2019) defines purposive sampling as a form of nonprobability sampling which is used to maximise specific data relative to the context in which it was collected. Purposive sampling considers the sample subjects characteristics which are directly related to the research questions.

The school principal or any member of the School Management Team (SMT) are senior managers and people overall in charge of the implementation, management and evaluation and reporting of the Integrated Quality Management System (IQMS) process. They were purposively selected because they would possess in-depth knowledge of the IQMS implementation, their school leadership, the schools' policies, management and development plans and future plans. Two Post Level 1 teachers and one member of the School Management Team (SMT) from each of the four schools participating in the study were identified, and they were teachers who has participated in the IQMS process for at least five years. They were selected because they would also have knowledge of the IQMS implementation in their schools, the challenges and demands of the process. The selection was based on experience but not gender.

3.7 SEMI-STRUCTURED INTERVIEWS

Semi-structured interviews were the primary data collection tool. Cachia and Milward (2011), explain that interviewing refers to structured or unstructured verbal communication between the researcher and the participants, in which information is presented to the researcher. I used the semi-structured interviews to explore the participants' perceptions and experiences with leadership and the implementation of the Integrated Quality Management System (IQMS). Cachia and Milward (2011) indicate that semi-structured interviews contain the components of both structured and unstructured interviews. I prepared a set of questions to be answered by all the interviewees.

According to Schatz (2012), additional questions could also be asked during interviews for clarity and to further expand certain issues related to the topic. Advantages of interviews include possibilities of collecting detailed information about research questions (Schatz, 2012). According to Fox (2009), semi-structured interviews are similar to structured interviews in that the topics or questions to be asked are planned in advance, but instead of using closed questions, semi-structured interviews are based on open-ended questions.

Semi-structured interviews are useful when collecting attitudinal information on a large scale or when it is not possible to draw up a list of possible pre-codes because little is known about the subject area. Responses can either be audio recorded or written down by the interviewer (Fox, 2009). I had direct control over the flow of the interview process as I had the advantage of clarifying certain issues during the process. According to Fox

(2009), the quality of data collected in an interview depends on both the interview design and on the skill of the interviewer. For example, a poorly designed interview may include leading questions that are not understood by the participants. Interviews were conducted in a relaxed environment, free of any forms of pressure for the interviewees whatsoever. When conducting an interview, I attempted to create a friendly, non-threatening atmosphere. Interviews were recorded to capture the participants' intonation, voice quality, hesitations, and self-corrections. Questions related to school leadership and the implementation of the IQMS, which are derived from the research questions, were asked. There was a short discussion on the understanding of the IQMS before the recording of the interviews as some participants still needed time to rethink aspects of the IQMS and its terminology.

During the interview session, the main focus was the IQMS and teacher professional development, the implementation process, the support system in place and the perceptions of educators of the whole IQMS process. During the interview, field notes were also taken to enrich the taped discussions. It was done during the interview and immediately after each interview relating to observations, thoughts, and ideas about the interview to assist in the data analysis process. According to Cassell (2009), note taking is an important activity but might disturb the participants as listening and taking notes can be challenging at times. To limit this, I informed the participants that notes would be taken during the interview. This method of collecting data was used as a back-up of the information on the audio recording. Note-taking was done discreetly to avoid distracting the participants. I considered the following factors to ensure a successful interview:

- Permission to use the audio recorder before the interview.
- Using the audio recorder to enable me to maintain eye contact with the participants.
- The audio recorder being close enough between the researcher and the participants to ensure a clear recording of the conversation, and
- Testing the audio recorder prior to the interview to ensure that it is in a good working condition. The interviews were conducted in English as most of the schools in Soweto, both primary and secondary, use English as a medium of instruction.

According to Alshenqeeti (2014), the value of interviewing is not only to build a holistic snapshot and reports detailed views of informants, but it also enables interviewees to

speak in their own voice and express their own thoughts and feelings freely. The participants in this study were interviewed in the language they understood better, that is English. They were expressing their thoughts and feelings about the challenges and problems they experience with the implementation of the IQMS in their schools freely without any intimidating questions from me. It was agreed in advance where the interview will take place at a time that was mutually suitable for both the participants and I. At all the participating schools, the interview rooms were quiet and private and there were electrical sockets needed for recording equipment and there were also suitable chairs and tables, except for one school where the interview was conducted during break time and the learners were so loud that the interview was interrupted on several occasions.

3.8 DATA ANALYSIS

According to Wong (2008), data analysis in qualitative research is defined as the process of systematically searching and arranging the interview transcripts, observation notes or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon. Data analysis is the part of inductive reasoning, thinking and theorising. It focuses on the exploration of values, meanings, and feelings characteristic to the phenomenon under investigation. Qualitative data is often subjective, rich and consists of in-depth information normally prescribed in the form of words (Wong, 2008).

Analysing qualitative data entails reading many transcripts looking for similarities or differences and subsequently finding themes and developing categories (Wong, 2008). In this study, analysis of data sought to answer the research questions, to examine and investigate school leadership and the implementation of the Integrated Quality Management System (IQMS) in Soweto schools. The audio recorded interviews were transcribed for thorough examination and the transcripts were analysed according to qualitative methods. The data collected was analysed by a process of identifying, classifying, coding, and categorising themes. There were no follow-up interviews.

3.9 TRUSTWORTHINESS AND CREDIBILITY

3.9.1 Trustworthiness

According to Langkos (2014), validity and reliability are key aspects and are of vital importance to all research. Validity in research is concerned with the accuracy and trueness of scientific findings. To demonstrate trustworthiness, I presented the detailed evidence in the form of quotations from interviews and fields notes (Agiu,2018). valid study should demonstrate what actually exists and a valid instrument or measure should actually measure what it is supposed to measure. Langkos, (2014), further indicates that there are two major forms of validity, namely internal and external validity. Internal validity is the extent to which research findings are a true reflection or representative of reality rather than being the effects of extraneous variables. External validity addresses the degree or extent to which such representations or reflections of reality are legitimately applicable across groups.

All the participants are qualified teachers in different primary schools in Soweto, who are employed by the Gauteng Department of Education (GDE) and who have experienced the challenges of the IQMS. To be accepted as trustworthy, qualitative researchers must demonstrate that data analysis has been conducted in a precise, consistent, and exhaustive manner through recording, systematising, and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process is credible (Langkos, 2014). According to Cope (2014), trustworthiness addresses how qualitative researchers establish that the research study findings are credible, transferable, and confirmable and dependable. Confidence in the trustworthiness of the study findings is the most important criterion of quality in qualitative research. Devault (2019), indicates that data trustworthiness has four key components which are; credibility, transferability, dependability and confirmability.

3.9.2 Credibility

Cunawon (2015), indicates that credibility refers to the truthfulness of the interpretation and representation of the data by the researcher and from the perspective of the participants. I deployed the qualitative research method with the assistance of my supervisor to obtain data and to make sure that the information I received from the participants are correct and accurate. Credibility is the truth value of research, and it considers the correlation between the social construes of the respondent and the

researcher's interpretation. Researchers enhance credibility by describing their research experience and verifying the research findings with the participants. Credibility is the truth of data and participants' view (Cope,2014).

3.9.3 Transferability

According to Devault (2019), transferability generalizes study findings and attempts to apply them to other situations and contexts. Researchers cannot prove definitively that outcomes based on the interpretation of data are transferable, but they can establish that it is likely. I ensured that the findings were fully detailed. I used purposive sampling to help me choose the participants who helped me to answer research questions. According to Cope (2014), transferability refers to findings that can be applied to other sittings or groups. A qualitative study has met this criterion if the results have meaning to individuals not in the study and readers can associate the results with their own experiences. Researchers should provide sufficient information on the informants and the research context to enable readers to assess the findings capability of being transferable (Cope,2014).

3.9.4 Dependability

According to Devault (2019), many qualitative researchers believe that if credibility has been demonstrated, it is not necessary to also separately demonstrate dependability. However, if a researcher permits parsing of the forms than credibility seems more related to validity and dependability seems more related to reliability (Devault,2019). To ensure dependability, I deployed the case-study design and analysed data correctly. Cope (2014), defines dependability as constancy of the data over similar conditions. According to Cope (2014), through the researcher's process and descriptions, a study would be deemed dependable if the study findings were replicated with similar participants in similar conditions. Dependability is used to demonstrate the consistency and reliability of your study's results.

3.9.5 Confirmability

Ghafouri and Ofoghi (2016), indicate that confirmability implies that how much others confirm the research findings which the review methods by participants, review by supervisors and colleagues, researcher's validity overview of conflicting cases, exact explanation of details is used to improve. According to Cope (2014), confirmability refers

to the researcher's ability to demonstrate that the data represent the participants' responses and not the researcher's biases or viewpoints. The researcher can demonstrate confirmability by describing how conclusions and interpretations were established, and exemplifying that the findings were derived directly from the data. In reporting qualitative research, this can be exhibited by providing rich quotes from the participants that depict each emerging theme (Cope,2014).

3.10 ETHICAL CONSIDERATIONS

I obtained ethical clearance certification for conducting the study from the Ethics Committee of the faculty of Education at the University of Pretoria. All schools selected are public schools in the Gauteng Province under the Gauteng Department of Education (GDE), and all the participants are employees of the Gauteng Department of Education (GDE), therefore permission was sought from the Research Directorate of the Gauteng Department of Education (GDE) for the overall research. The permission was sought with the assistance of the University of Pretoria before the commencement of the data collection process.

The application to the Gauteng Department of Education included the purpose of the study proposed, the nature of the data required from the participants, the data collection methods assuring the confidentiality of the data collected and the understanding to make results of the completed study available to the GDE. Before conducting each interview, I thanked the participants for the time and willingness to be part of the study, reminded the participants about the agreement of voluntary participation and the right to withdraw from participating when they feel like. I also explained that the interview was going to be semi-structured and that probing questions would be determined by the information given by the participants. I also asked permission to record the interview. I gave a brief, casual introduction to the study, stressed the importance of the person's participation and assured them of their anonymity and confidentiality (Cachia and Milward, 2011).

3.10.1 Voluntary participation

According to Palinkes, Horwitz, Green, Wisdom, Duan and Hogwood (2015), voluntary participation refers to a participant's exercise of free will in deciding whether to participate in a research activity or not. International law, national law, and codes of conduct of scientific communities protect the right of voluntary participation (Palinkes et al., 2015). The participants in this study participated voluntarily without pressure, manipulation or

against their will. An important aspect of voluntary participation is the capacity to withdraw from ongoing research (Siegel, 2017). Siegel (2017), also indicates that volunteering for a study implies a dynamic engagement with the researcher, an engagement that may involve a decision to withdraw after initially agreeing to participate in the study or in a project.

3.10.2 Informed consent

According to Manti and Licari (2018), one of the foundations of research ethics is the idea of informed consent. It simply means participants should understand that they are taking part in research and what the research requires from them. Such information may include the purpose of the research, the methods being used, the possible outcomes of the research as well as associated demands, discomforts, inconveniences, and risks that participants may face (Manti & Licari, 2018). The consent process typically involves providing a written consent document containing the required information and the presentation of that information to the prospective participant (Nijhawan, Janodia, Muddukhrshna, Bhat, Bairy & Musmade, 2013).

Letters of consent were sent to both the district manager and the principals of the four schools that were selected. Teachers and principals also received letters of informed consent wherein the researcher stated their right to voluntary participation. According to Nijhawan et al., (2013), informed consent is an ethical and legal requirement for research involving human participants. Obtaining consent involves informing the participants about their rights, the purpose of the study, procedures to be undertaken, potential risks and benefits of participation, expected duration of the study, extent of confidentiality of personal identification and demographic data so that the participation of the participants in the study is entirely voluntary (University of Michigan, 2019).

The participants were notified on time about the nature of the study and the researcher had a meeting with the participants in each school to explain the nature of the study. The participants were informed that the purpose of the study is for academic purposes only. They were assured that they were free to withdraw from the study or the research at any time without prejudice. Informing the participants about the study was done in a friendly and professional manner to encourage free and voluntary participation. Interview times and places were selected by the school principals as they did not want the interview process to disturb the smooth running of their schools

3.10.3 Confidentiality and anonymity

According to Wiles, Crow, Heath and Charles (2008), the notion of confidentiality is underpinned by the principle of respect for autonomy and is taken to mean that identifiable information about individuals collected during the process of research will not be disclosed without permission. The concept of confidentiality is closely connected with anonymity in that anonymity is one way in which confidentiality is operationalised (Wiles et al., 2008). However, anonymisation of data does not cover all the issues raised by concerns about confidentiality. Confidentiality also means not disclosing any information gained from an interviewee deliberately or accidentally in ways that might identify an individual (Wiles et al., 2008).

In this study I protected the anonymity and confidentiality of the research participants. The participants were assured that their identities were not going to be revealed in any record or report, and that the names of their schools were also not going to be revealed in anyway. They were also assured that there will be no link between data and them. Selected schools and teachers were provided with pseudonyms. Schools were coded as School 1, School 2, School 3 and School 4. The participants were given pseudonyms SMT1, Teacher 1A, Teacher 1B, SMT 2, Teacher 2A, Teacher 2B, SMT 3, Teacher 3A, Teacher 3B, SMT 4, Teacher 4A and Teacher 4B. The names of the schools and teachers are only known to me. Data obtained was used to write the dissertation and no information was provided to identify the participants. The participants will receive copies of the final report of the research, and permission will be sought with them should it be necessary for any part of the report to be published. In a research context, confidentiality means not discussing information provided by an individual with others and presenting findings in ways that ensure individuals cannot be identifiable, chiefly through anonymisation.

Confidentiality and anonymity are related by distinct concepts. Confidentiality is defined as spoken or written words in confidence, changed with secrets, while anonymity is defined as unknown name of unknown authorship. To assure someone of confidentiality means that what has been discussed will not be repeated or at least not without permission (Wiles et al., 2008). Confidential research cannot be conducted, researchers have a duty to report on the findings of their research and they cannot do so if the data they collect is confidential and cannot be revealed. What researchers can do is to ensure they do not disclose identifiable information about the participants, and they also have to protect the identity of participants through various processes designed to anonymise

them. Confidentiality is an important element of research and participants should be made aware who will have access to their data as well as being provided with details about the processes of anonymisation. The importance of anonymising research participants is with pseudonyms (Wiles et al., 2008).

3.11 LIMITATIONS OF THE STUDY

The study was conducted in primary schools around the Deep Soweto area. Only four schools were sampled, and twelve participants were selected. One member of the School Management Team (SMT) and two Post Level 1 educators from each of the four schools took part in the research. The schools selected are neighbouring schools and it was easier to gain access to these schools and to contact the school principals personally. Though many schools were not willing to be part of the research study, I managed to convince school principals of the four schools that the research study was only for research study purposes. Few school principals refused to participate. One of the school principals made it clear that in his school the IQMS is totally not implemented as they still do not understand it. The principal further indicated that in his school, teachers only sign IQMS documents on the eve of submission to the District Office for the sake of the 1% pay progression.

3.12 CONCLUDING REMARKS

The study discussed the methodology which informed the collection of data from the participants in schools which were selected. The research design, data collection methods and data analysis were discussed in detail. I considered ethics, validity, and reliability in this study. The research design and methodology were outlined. Qualitative data was obtained using the semi-structured interviews and purposive sampling technique. The results from the data collection and analysis methods described in this chapter are presented in Chapter 4.

CHAPTER 4

PRESENTATION AND DISCUSSION OF DATA

4.1 INTRODUCTION

It was indicated in Chapter 1 that the purpose of this study was to gain an in-depth understanding of school leadership and the implementation of the Integrated Quality Management System (IQMS) in Soweto primary schools. The study also intended to investigate how teachers in these schools experience the implementation of the IQMS. This chapter presents the data collected from the participants. It also provides a qualitative presentation of an analysis of the data providing raw information to create useful perceptiveness that offers valid findings.

4.2 DESCRIPTION OF PARTICIPANTS

The participants were from four different primary schools in Soweto, in the Johannesburg Central (JC) district. They have teaching experience ranging from five to 30 years and all have been participating in the IQMS process for more than three years. The oldest participant was 55 years old and has been teaching for the past 30 years, whereas the youngest participant was 30 years old and has been teaching for five years. All participants have experienced challenges and problems with the implementation of the IQMS and some participants have challenges with their school leaders and school leaders have challenges with teachers who are not cooperative. One of the participants was the school principal and three members of the school management teams (SMTs) were heads of departments (HODs).

All the members of the SMTs were males and most of the post level 1 teachers were females. All the teacher participants are in the Intermediate Phase. School 1 is the oldest school of all the primary schools selected. The school accommodates learners from neighbouring areas. The school has an estimated capacity of about 600 learners and 15 teachers. The school has about 2 classes per grade with about less than 30 learners per classroom. School B is the smallest of all the four schools with about 450 learners and 12 teaching staff. Like School 1, the school has about 2 classes per grade with about less than 20 learners per grade. School C is just an average school with an estimated capacity of about 800 learners and about more than 30 teachers. The school has about 3 classes per grade and about 30 learners per class. School D is the biggest with an estimated

capacity of about 1000 learners and more than 30 teachers and about three to four classes per grade. All the four primary schools are in the surrounding area and are all public schools. The three schools have teachers in the Foundation Phase and also in the Intermediate Phase. Only School D has teachers in the Foundation Phase, Intermediate Phase and also in the Senior Phase. In school 1 and School 2, some of the teaching staff members are from outside South Africa. There is no language barrier as these schools use English as a language of teaching and learning (LOLT). The biographical profiles of the participants are illustrated in Table 4.1

Codes for participants	Age	Gender	Post held during the research	Highest qualifications	Teaching experience in years
School 1					
SMT 1	55	Male	Principal	M+4	30
Teacher 1A	33	Female	PL1 Teacher	M+4	6
Teacher 1B	35	Female	PL1 Teacher	M+4	7
School 2					
SMT 2	40	Male	HOD	M+4	19
Teacher 2A	34	Female	PL1 Teacher	M+3	8
Teacher 2B	48	Female	PL1 Teacher	M+3	20
School 3					
SMT 3	42	Male	HOD	M+3	19
Teacher 3A	43	Female	PL1 Teacher	M+4	21
Teacher 3B	45	Female	PL1 Teacher	M+3	22
School 4					
SMT 4	49	Male	HOD	M+4	23
Teacher 4A	30	Female	PL1 Teacher	M+4	5
Teacher 4B	34	Male	PL1 Teacher	M+4	8

Table 4.1: Biographical profiles of the participants

4.3 DATA PRESENTATION

The data is presented according to the themes that emerged during data analysis. The findings that emerged are discussed accordingly.

4.3.1 Knowledge and understanding of continuous professional development

Ono and Ferreira (2010), define continuous professional development as a planned, continuous, and lifelong process whereby teachers try to develop their personal and professional qualities and to improve their knowledge, skills and practice, leading to their empowerment and the development of their school and their learners. It is evident from the participants' responses that they have an understanding and knowledge of what continuous professional development is and the importance thereof. Although most of the participants believe that their professional development is the responsibility of either the principals or the district officials or the DBE, they demonstrated their own understanding of the concept.

Ono and Ferreira (2010), further indicate that continuous professional development is important, because it ensures that teachers continue to be competent in their profession, as development is an ongoing process and continues throughout their careers. De Wit and Lessing (2007), contend that the purpose of continuous professional development should be to enable and to support teachers wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining competence, commitment, and a sense of joy for teaching. Filipe, Silva and Golnik (2014), indicate that continuing professional development involves not only educational activities but also involves management, team building, professionalism, interpersonal communication, teaching and accountability.

School 1

SMT 1 was the only principal who took part in the study. The other participating SMT members from School 2, School 3 and School 4 were heads of departments (HODs). SMT 1 indicated that every teacher needs to be developed continuously. He explained his views of continuous professional development as follows:

“Every teacher needs to be developed continuously because education is not stagnant. There are new processes, there are new developments in the

education system. And therefore, every person who is part of education needs to have those changes.”

Teacher 1A added to what her principal has indicated. She indicated that teachers need external support, motivation, and assistance from the district officials to develop continuously and professionally. She explained as follows:

“As teachers we have to be developed over and over again. Someone has to come and check what teachers have done previously, whether it’s working or not and if it is not working, something has to be implemented.”

Teacher 1B believed that continuous professional development is important for the overall functionality of the school. She indicated that continuous professional development of teachers is important as it helps to assess whether the academic performance of the learners is improving and whether educational goals are attainable. This participant viewed continuous professional development as an assessment rather than professional growth. She explained it as follows:

“I understand that continuous professional development is important for the school to function well. Teachers need to be developed continuously. There must be, for example, a school improvement plan (SIP). Schools need to create a SIP so that they can know if learners are performing well and whether educational goals have been attained. I think continuous professional development is very important.”

The three participants from School 1 perceived continuous professional development as about teachers being professionally developed and not teachers taking the responsibility of developing themselves. The data suggests that the participants believe that it is someone’s responsibility to develop teachers. None of the participants has indicated that teachers need to develop themselves for their own professional growth.

School 2

SMT 2 indicated that teachers must be developed continuously. He explained it as follows:

“Teachers must be continuously developed in terms of the curriculum. Things do change and with technology coming in, we as teachers need to

keep abreast with the latest development with regards to education to keep up with the standard if not locally, then internationally.”

Teacher 2A did not say much about continuous professional development other than:

“I understand continuous professional development of teachers as teachers being lifelong learners in their profession. Teachers need to be developed continuously.”

Teacher 2B indicated that continuous professional development is all about developing newly appointed teachers. She explained it as follows:

“I believe continuous professional development is all about developing teachers and to groom those who have just entered the teaching profession.”

From the participants’ responses in both School 1 and School 2, it is clear that they believe teachers must be professionally developed rather than teachers taking ownership of their own professional development. According to the IQMS guideline (ELRC, 2003), teachers must have their own development plan, which means that teachers must also be responsible for their own professional development.

School 3

SMT 3A did not say much as well. He was short and brief and defined continuous professional development as “the empowerment of teachers”. He did not explain how teachers can be empowered though and by whom. Like the previous participants, he indicated that teachers must be developed instead of them developing themselves. He explained it this way:

“I understand continuous professional development as any professional development programme to empower teachers. Teachers have to be developed continuously so that they can be able to excel in their classroom practices”

Similarly, Teacher 3B did not elaborate much more other than to say that continuous professional development is about teachers being lifelong learners. He did not explain thoroughly what he meant by teachers being lifelong learners. Teacher 3B indicated that for teachers to be developed continuously, they must further their studies. It is evident that the participant understand that teachers should also be responsible for their own

professional development than to rely on others for development. He explained it in this manner:

“Continuous professional development is all about teachers being life-long learners, for example, teachers furthering their studies”

School 4

Like most of the participants, SMT 4 gave a one sentence response about his understanding of continuous professional development. He mentioned that teachers need to have knowledge of the current changes in the education system. He explained it as follows:

“Continuous professional development is to enhance teachers as professionals and to be on par with the current changes in education.”

The participant did not explain how teachers can have knowledge of the current changes in education. Teacher 4A indicated that teachers need to be updated and reskilled so that they can deliver quality teaching and learning in schools. She also indicated that teachers need to be developed instead of them developing themselves. She explained it as follows:

“Teachers have to be developed to acquire knowledge of the current changes in education. As teachers we need to be updated and reskilled so that we can deliver quality teaching and learning at schools”.

Similarly, Teacher 4B indicated that continuous professional development is all about teachers furthering their studies to empower themselves professionally. He explained it as follows:

“It is mostly about teachers studying further to better themselves in order to get more information and knowledge as professionals.”

The participant believed that teachers must be responsible for their own professional development. Although he did not give more details, it was clear that he understood that professional development is not only about teachers being developed, but also about teachers developing themselves as well, for their individual growth. Although teachers must take ownership of their own professional development, they also need effective leadership for support and motivation. The study demonstrated the need for school

principals to consider adopting transformational leadership as a strategy to lead teachers and expose them to professional development opportunities.

The transformational leadership theory promotes the nature of effective leadership (White, 2018). Effective professional development of teachers begins with the commitment of school leaders to provide support and motivation to all teachers to grow both as individuals and as professionals. According to Pillay (2010), school leaders are custodians of school values, and they should provide the motivation to achieve their schools' vision and mission and should also encourage and support their staff members to participate in professional development programmes with the aim to thrive on change and to lead schools to achieve educational goals.

White (2018), defines transformational leadership as a leadership style in which leaders encourage, inspire, and motivate employees to innovate and create change that will help grow and shape the future success of the company. This means that school leaders must commit themselves to uplifting and helping their teachers to grow professionally, in order to promote the culture of quality teaching and learning in their schools. A transformational leader is a person who stimulates and inspires or transforms followers to achieve extraordinary outcomes and pays attention to the concern and developmental needs of individual followers, he changes followers' awareness of issues by helping them to look at old problems in a new way (James, 2013).

Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms (James, 2013). School leaders therefore must be role models for their teachers and inspire them and make them interested in the IQMS process and challenge them to take greater ownership of their own professional development by understanding their strengths and weaknesses. Cherry (2017), indicates that transformational leaders help followers grow and develop into leaders by responding to individual followers' needs, by empowering them and by aligning the individual followers, the leader, the group and the larger organisation.

4.3.2 The effectiveness of the IQMS on teacher professional development

Professional development is one-way teachers can improve their skills and in turn boost learners' outcomes (Kamper, 2019). There were mixed reactions from the participants in terms of the effectiveness of the IQMS as a professional development tool. On the one hand, some of the participants believe that the IQMS has an effect on teacher professional

development and on the other hand some believe that the IQMS is not effective, as they perceive it as nothing but unnecessary paperwork and it is time-consuming.

School 1

SMT 1 stated that the IQMS process is only effective when teachers prepare themselves for class visits and lesson observations. It means that teachers only participate in the process for formality's sake. The participant indicated that teachers only prepare thoroughly and prepare learners for the person who will be observing or monitoring the lessons just to score high marks to qualify for the salary progression. He did, however, indicate that the IQMS is effective in a way, because it pressurises incompetent teachers to pull up their socks and to improve their teaching skills. It appeared as if SMT 1 was somehow confusing facts as he said positive things about the IQMS process whilst simultaneously complaining that the IQMS derails teachers from doing their work, because they are expected to leave what they have been planning to do, to accommodate the IQMS process. He explained it as follows:

“The IQMS is not really effective in the sense that the lesson observers can be people who are not knowledgeable in the learning areas he or she observes. For example, a teacher who does not teach Mathematics observing a Mathematics lesson and is expected to remark and give marks or points on the subject he or she doesn't know nor teach.”

Teacher 1A indicated that the IQMS helps her to assess her performance in the classroom. She indicated that during the evaluation process, senior teachers give their own opinions and advices about the overall presentation of the lesson and that as an individual she gets a chance to improve in areas that need professional development. She complained about the huge amount of paperwork. She explained it as follows:

“The IQMS does influence teacher professional development. As an individual, it gives me a chance to improve my performance in the classroom and to get opinions from someone else, like senior teachers evaluating us. I'll be able to improve.”

Teacher 1B differed from her colleague. She thinks the IQMS is not effective for professional development, because teachers do not have enough time. She indicated that teachers only have time to do what is expected of them as teachers, which is to teach

different learning areas but not to participate in the IQMS process. This participant however could not offer suggestions as to how the IQMS can be done properly. She argued it this way:

“IQMS is not effective at all. Teachers do not have enough time for this programme. Teachers only have time to do what is expected of them, that is offering teaching to learners not to participate in the IQMS process that they don’t even understand”

School 2

SMT 2 is of the opinion that the IQMS is very effective in his school. He rated the IQMS implementation process as 95% effective and indicated that at first teachers were reluctant to take part in the process, but after being given the support and assistance by district officials and the SMT, they started realising the importance of participating in the process. He also indicated that the SMT played a vital role in making sure that teachers perceive the IQMS as a strategy for their own professional development and not as a tool to expose their weaknesses or to spy on them. He explained it this way:

“IQMS is very effective in our school. I think it is 95% effective. At first teachers did not show any interest on it, but after given the support and assistance from the school management team and the district officials, they started showing interest and started participating in the process. In our school, it is really effective.”

Contrary to SMT 2, Teacher 2A is of the opinion that the IQMS does not have any effect on teacher professional development. She indicated that the Department of Basic Education (DBE) is forcing the IQMS on schools without any support with the implementation process, nor is any feedback given. According to this participant, no one is interested in the IQMS. She even referred to the IQMS as “this thing” because teachers are just participating for the sake of the 1% pay progression. She articulated her views as follows:

“I don’t think the IQMS has a positive effect on teacher professional development, because teachers are not interested. The Department of Basic Education is just throwing the IQMS on schools without any support. There is no feedback from the Department of Basic Education. The only feedback teachers get is the 1% pay progression.”

Teacher 2B felt that the IQMS process can be effective if it is done properly and if teachers are supported and assisted during all the IQMS processes. This participant is of the opinion that the IQMS is the right tool for teacher professional development, but the lack of support from the district officials is derailing the process. She indicated that although the SMT in her school is trying hard to assist and motivate teachers with regards to the IQMS, it is not enough as most of them still need to be trained to implement the process correctly. She explained it in this way:

“The IQMS programme can only be effective if it can be properly implemented and only if teachers can be assisted and supported. It is the right tool for teacher professional development, the problem is the lack of support from the district office”.

It was really confusing to hear this participant indicating that there is no support and assistance from the district officials, because the four participating schools are in the same district, and SMT 2 indicated that teachers in his school started to participate in the IQMS process after being given support and assistance by the district officials.

School 3

SMT 3 rated the IQMS in his school as being 40% effective. He mentioned that teachers perceive that they are being policed and exposed to surveillance through class visits and lesson observations. He indicated that teachers are not cooperative, because they are demotivated and do not understand the IQMS process and how it should be implemented. This participant highlighted the fact that although the SMT is trying their level best to assist where they can, teachers are still uncooperative in terms of the IQMS process. He did indicate though that teachers must be empowered in their profession. Similarly, Teacher 3A indicated that the IQMS does not have any positive effect on teacher professional development, because teachers still do not understand how the process should be implemented. She suggested that teachers need more training, support, motivation, and assistance as far as the implementation process is concerned. She explained it as follows:

“No, I don’t think the IQMS has a positive effect on teacher professional development, because teachers still do not understand it. Even the IQMS coordinators who are trying to help other teachers do not understand it, themselves.”

Teacher 3B suggested that the IQMS partially benefits teachers. She explained that through the IQMS, she managed to improve her teaching skills. She went on to explain that sometimes teachers do not see their own weaknesses and strengths, but with the IQMS it is easy for them to identify their weaknesses in need of development. She initially criticised the IQMS process, but in the end explained how important the IQMS is in helping teachers to identify areas in which they need development. She explained it in this way:

“IQMS benefits teachers but not fully. It partially benefits teachers. Teachers do not understand this process. With IQMS, I managed to improve my teaching skills. Teachers do not see their strengths and their weaknesses for development, but through IQMS, they can easily identify their strengths and weaknesses for development”.

School 4

SMT 4 regarded the IQMS process as just a crash course. He contended that teachers do not have enough time for the IQMS because they have a lot of work to do. He complained about the district officials always finding faults and interfering in whatever the school is doing in terms of the IQMS processes. He indicated that teachers do not take the IQMS seriously as they only prepare lessons thoroughly for the evaluation process. He rated the effectiveness of the IQMS in his school at 60%.

According to Teacher 4A, the IQMS has a positive effect on teacher professional development, because teachers can identify their areas for development. She explained it as follows:

“It does have a positive effect. It can diagnose where we are struggling, and we are able to write where we need help. We can have workshops and reskilling for the learning areas that we need help with.”

Teacher 4B was a bit confused because he did not know how to respond to the issue of the IQMS and teacher professional development. He stressed the fact that most teachers still do not understand the purpose of the IQMS and as such, the process cannot have a positive effect. He expressed his opinion as follows:

“I can say yes and no because in most cases you’ll find that teachers don’t know the purpose of the IQMS itself. So, it won’t have such a positive effect if you don’t know what the purpose of it is, but to those who know and

understand its purpose, it can be effective, because they will take whatever the outcome from the system to better whatever challenges they have.”

The response of Teacher 4B indicated the lack of good and effective leadership in the school. The participant appeared to be confused and did not know what to say about his own professional development. According to Smith (2016), effective school leaders make time to allow teachers to engage in a joint effort to improve and develop them professionally and to support them through the process of professional development. School leadership is one of the key factors driving the transformation in school improvement and teacher competency (Karantha, 2013). It is evident that the participant perceived that there is lack of quality leadership and that the school climate is not conducive to the professional development of teachers. These are critical issues to the success and improvement of every school (McCarley, Peters & Decoman, 2014).

ELRC Resolution 8 of 2003 (ELRC,2003), states that it is the responsibility of the SMT, which includes the principal and heads of departments (HODs), to ensure that the school functions effectively. The school can only function effectively if teachers try to empower themselves as individuals and professionals with the help and support of their school leaders. There is thus a need for teachers to understand the purpose, processes, principles as well as procedures involved in the implementation of the IQMS. This can be achieved through the assistance of their school leaders especially considering that school principals were specifically trained to implement the IQMS process (ELRC, 2003). However, teachers need to take advantage of the opportunities presented by the IQMS to develop themselves and take ownership of their own professional development. This will be easier to do if principals provide inspirational motivation and create conditions conducive to professional development.

4.3.3 Problems and challenges with the implementation of the IQMS

Most participants complained about the implementation of the IQMS as they felt that it has a lot of paperwork that disturbs the teaching and learning process in schools. Some participants also complained about the lack of time to properly implement the IQMS. They regard the IQMS as overly time-consuming especially during the evaluation period. Some teachers must leave their learners and classrooms unattended to observe other teachers' lessons. Some questioned the capability of colleagues who evaluate others without the knowledge of some of the learning areas they observe, for example a teacher who is

trained to teach language, observing a Mathematics lesson. Other participants also questioned the issue of their colleagues evaluating them and not being experts in determining teachers' performance. In addition, it seems as if teachers generally do not understand the purpose of the IQMS.

School 1

SMT 1 explained that the IQMS process is changing all the time and there are continuously new documents that one must complete. He indicated that there is dissatisfaction among teachers and that most of them still do not take the IQMS seriously and only use it to get a 1% pay progression. Another point he raised was the issue of time because teachers are expected to deviate from what they are supposed to be doing to accommodate the IQMS in their busy schedules. The IQMS is perceived as a nuisance. He explained it in this way:

“There is a serious problem with IQMS in our school. IQMS is changing all the time. There are always new documents for teachers to complete and it is so frustrating and dissatisfying for teachers and as a result, they don't take this IQMS seriously. Teachers participate in the process for 1% pay progression. Another problem with IQMS is the issue of time. Teachers are expected to deviate from what they are supposed to be doing in their classrooms to accommodate IQMS. It is perceived as a nuisance”.

Teacher 1A also indicated that the implementation of the IQMS requires too much paperwork. She explained that in their school, the SMT does not want to take the responsibility for the implementation of the IQMS, but rather want teachers to coordinate the process themselves. She explained the reasons for this approach as follows:

“It seems, the SMT is scared of accountability, because they also don't know how the IQMS process should be done. The IQMS coordinator in our school is a Post – Level 1 educator who did not get enough training with the IQMS, let alone educating and assisting fellow colleagues. She is expected to help us with IQMS and she's struggling a lot. At one stage, she submitted the IQMS forms to the district office and she was asked why didn't one of the SMT members submit the forms for approval. The implementation of IQMS requires too much paperwork”

The participant gave example of the Post Level 1 teacher who is the IQMS coordinator in their school but does not know anything about the IQMS even though she is expected to coordinate the process. She indicated that at one stage when submitting the IQMS documents to the district office, she was asked by the district officials why she was coordinating and submitting documents instead of the SMT. When she raised her concern, no SMT member was willing to take over and be accountable for the implementation process.

Teacher 1B indicated that the lack of time is the most challenging factor with the IQMS. She explained it as follows:

“The most challenging situation when we check the IQMS is that we don’t have time. We as teachers have time for other learning areas like EMS or English, but we do not have a period specifically for IQMS. For example, I will be assessing another teacher’s lesson for evaluation and leave my learning areas to suffer. Time is not enough for us to be able to know our challenges as teachers - we need time.”

School 2

According to SMT 2, most teachers still think that IQMS is a tool used by the Department of Basic Education to victimise them. He indicated that teachers generally view the IQMS negatively instead of it being a strategy to be used to help them professionally. He mentioned that the issue of a 1% pay progression as not motivating teachers. SMT2 used employers in the private sector as an example, when he mentioned that employers in the private sector attend workshops and seminars and at the end get certificates and a salary increment for the knowledge they have acquired from the workshops, whereas with teachers it is the opposite. According to this participant, teachers attend the IQMS workshops and have a lot of paperwork to do for a mere 1% salary increment. This clearly indicates that the participant does not understand the continuing professional teacher development (CPTD) points system which is being administered by the South African Council for Educators (SACE). He explained it in this way:

“Teachers are not cooperative at all. They still perceive IQMS as a tool used by the Department of Education to victimise and to police them. They view IQMS in a negative way because the 1% pay progression is not motivating at all. In private sectors, when employers attend workshops and seminars, they get certificates and salary increments

for the knowledge they acquired when attending workshops, whereas with teachers it is the opposite. Teachers attend IQMS workshops for a mere 1% pay progression”

According to SACE (2012), teachers must earn at least 150 professional development (PD) points in every three-year CPTD cycle. Teachers must participate in different types of professional activities or programmes to earn the required 150 PD points. The three professional development activities are firstly Type 1 activities which are self-chosen. It means teachers will decide on their own to participate in various activities to address some of their identified professional development needs, thus taking ownership and responsibility of their own development. Secondly Type 2 activities encourage teachers in a school to work as a collective in responding to the school-related professional development needs. These are generally school initiated professional development activities. Finally Type 3 activities are those activities that are initiated by the employer, the provincial department of education or by relevant service providers (SACE, 2012).

Similarly, Teacher 2A regarded the IQMS process as a waste of time. According to this participant, there is nothing good about the IQMS, because it is time-consuming and as result some teachers are reluctant to participate in the process. The participant does not see any need for developing herself, both as an individual and as a professional. She explained it in this way:

“IQMS is a waste of time. There is nothing good about this programme. It is time-consuming and many teachers are reluctant to participate in this process”.

In contrast, Teacher 2B complained about her colleagues not taking responsibility for their own professional development. She indicated that the IQMS coordinator in their school is expected to do everything, from compiling to covering teachers’ files. He explained it in this way:

“In our school, we have the IQMS coordinator. Our colleagues do not want to take the responsibility of their own professional development. Our coordinator is expected to do everything for us, like compiling teachers’ files and covering them. Teachers do not want to do anything that has to be linked to IQMS. There is nothing wrong with IQMS, the problem is with teachers who are less interested in this process”.

This adds unnecessary work on the shoulders of the IQMS coordinator and it shows that there is a lot of window dressing and pretence that the IQMS is failing in the school.

School 3

SMT 3 contended that the implementation of the IQMS bears no fruits at all, because teachers together with the school leadership show no interest in the process. He explained that teachers are not trained in terms of the IQMS process and do not know how it is supposed to be implemented. According to SMT 3, teachers are demotivated and demoralised and feel that they are being bullied and policed with class visits for evaluation. He also mentioned that there is no cooperation from teachers, as far as the IQMS is concerned. This participant felt that the only good thing about the IQMS is the 1% pay progression. He explained it as follows:

“IQMS bears no fruits at all because teachers together with the school management show no interest in the process. Teachers are not properly trained in terms of the IQMS process and don’t know how it is supposed to be implemented. Teachers are also demotivated and demoralised and feel that class visits and lesson observations are being used to bully and police them. The only thing that is good about IQMS is the 1% pay progression”.

Teacher 3A expressed that she has no interest in the IQMS process at all. She mentioned that she hates the process because teachers were not trained for the IQMS and how it is supposed to be implemented. This participant confirmed that they are just participating in the process for formality’s sake and for the 1% pay progression. She explained that the SMT in their school does not support, motivate, and encourage teachers to take part in the process. She claimed that teachers are not given any IQMS returns and that they sometimes fight their principal as they feel that they are not given information about the IQMS. According to this participant, the situation in their school is frustrating, because teachers do not know what to do, because they do not get support from the district officials. She explained it in this way:

“I don’t like this IQMS process. We do not get proper training on how this programme can be executed. We are just participating in this process for 1% pay progression. We don’t get any support for our school management. We don’t get enough information and feedback after participating in the appraisal process. It looks like the SMT keep important information about IQMS to themselves. Sometimes we even fight with our school management concerning IQMS”.

It was confusing because the participant indicated that teachers only sign the IQMS documents without any class visits or lesson observations, but at the same time

complained about the principal not giving them their IQMS returns. Another confusing aspect was the fact that SMT 3 also complained about teachers being uncooperative regarding the IQMS implementation process. This clearly shows that the school leadership is faced with problems and challenges with the IQMS. According to Teacher 3B, teachers attended the IQMS workshop once, during which they were bombarded with a lot of information in just a few hours. She indicated that every time when they needed support or assistance from the district officials, they were told to find themselves mentor teachers for help. Like other participants this participant is of the opinion that the IQMS process is only done for the 1% pay progression which is also not enough. To a certain extent this was contradictory in the sense that the four participating schools are in the same district and other participants indicated that the district officials have indeed provided support and assistance with the implementation of the IQMS. She explained it this way:

“There is a serious problem with IQMS in our school. We just participate in the programme to get the 1% pay progression because we didn’t get proper training. At some stage we attended the workshop later in the afternoon and were given too much information and worksheets without any understanding of what was the workshop was all about. The workshop lasted for few hours, two or three hours. We took the matter to our school principal who also took the matter to the district office. The response from the district office was that we have to find ourselves mentor teachers to help us with IQMS”.

School 4

According to SMT 4 the most challenging aspect of implementing the IQMS is the lack of time. Teachers do not have enough time for the IQMS, because they already have a lot of work to do, and they still do not understand how the process should be implemented. He indicated that the procedures pertaining to the IQMS process change all the time which frustrate teachers even more. He also mentioned the fact that teachers choose their friends to evaluate them just to get more marks or more points to qualify for the 1% pay progression. In short, he believes that teachers only participate in the IQMS process for the salary progression. He explained it in this way”

“The issue with the implementation of the IQMS is time. Teachers do not have enough time for IQMS. They already have a lot of work to do and again they still don’t understand how the process should be implemented. The procedures pertaining to the IQMS protocol

changes all the time and it is so frustrating for teachers. When coming to the evaluation process, teachers choose their friends for class visits and lesson observations to score more points to qualify for 1% pay progression”.

Teacher 4A indicated that although the IQMS is the tool for teacher professional development, it requires too much paperwork and is time-consuming. She explained it in this manner:

“IQMS is the right tool for teacher professional development but it is time-consuming and it also requires too much unnecessary paperwork”.

Teacher 4B held the same opinion and regarded the IQMS process as a waste of time, because teachers spend most of their time filling in the forms for something that they neither have knowledge of nor the understanding. Teacher 4B claimed that he has been participating in the IQMS process for the past three years but has never received any 1% pay progression like other teachers. He indicated that he took the matter to the SMT and to the district office without any success. According to this participant they do not get feedback about their IQMS returns. He explained the situation as follows:

“I don’t see any need for IQMS. For me it’s just a waste of time to do something that you don’t even understand.”

The South African Democratic Teachers Union (SADTU, 2010), indicates that even though the IQMS was introduced as a new system to assess the performance of teachers and to enhance their professional growth, it does not actually serve its purpose since it is not properly implemented and monitored in schools. The union blames the challenges and problems with the IQMS on the implementation and the monitoring of the process. Instead of the IQMS process being a means to enhance the professional growth of teachers, they (teachers) perceive it as a system through which they can get assessment scores, which are directly related to remuneration (SADTU, 2010). It seems as if poor leadership provided by SMT members in the participating schools contributed to the challenges and problems experienced with the implementation of the IQMS. When teachers sign official documents without any evaluation or class visits, it points to a lack of effective school leadership. According to the ELRC Resolution 8 of 2003 (ELRC,2003), it is the responsibility of the SMT to ensure that school policies are successfully in place.

Teachers will take the responsibility of their own professional development if school leaders can provide a supportive climate. When school leaders avoid their own responsibility by forcing the IQMS implementation on teachers, then the process will continue to fail.

4.3.4 The role of school leaders in the effective implementation of IQMS

All the SMT participating members claimed that they are supporting, motivating, and encouraging teachers with the IQMS and its challenges. This claim is contrary to most of the participating teachers' view who perceived their school leaders as unsupportive in terms of the IQMS process.

School 1

SMT 1 confidently claimed that the school leadership at his school plays a vital role in helping and supporting teachers with the implementation of the IQMS. He indicated that if there is any teacher who does not cope with the process, the school development team (SDT) takes the responsibility of assisting such teacher with all the aspects of the IQMS process. SMT 1 did not specifically mention how teachers are assisted and supported though. He indicated that sometimes the school leadership invites district officials to school to check whether the IQMS is properly implemented and to assist where they can. According to SMT 1, the SMT of his school always makes teachers understand that the IQMS process is not a fault-finding process, but rather a professional development programme. He explained it in this way”

“The School Management Team plays a vital role in ensuring that our teachers get support and assistance with the IQMS process. Sometimes we even invite the district officials to check whether the IQMS is properly implemented and to assist where they can. We make teachers understand that IQMS is not a tool to fault-finding process but a professional development programme”.

Teacher 1A confirmed that the SMT works hand in hand with the IQMS committee. This participant also mentioned that the school leadership organises internal staff meetings where challenges and problems pertaining to the IQMS are discussed and all members of the staff contribute by suggesting solutions to whatever problems they face with the implementation process. She explained it in this way:

“The School Management Team together with the IQMS committee give support and assistance to teachers with the implementation of the IQMS process. Our SMT organises internal staff meetings where challenges and problems with IQMS are discussed and all members of the teaching staff contribute by giving out suggestions and solutions to whatever problem they encounter with IQMS”.

Although Teacher 1B appeared to be less enthusiastic about the role of school leadership in the IQMS process she did confirm that the SMT seems to be trying to support staff members with the IQMS. She explained it in this way”

“The School Management Team is trying by all means that teachers participate in the IQMS process and they also make teachers aware of the importance of IQMS as a teacher professional development tool”.

School 2

SMT 2 indicated that the IQMS is for their own professional development. He indicated that the SMT invites outsiders to help teachers with the IQMS process as the SMT themselves also do not understand how it should be implemented. This participant explained that teacher files and learners’ books are monitored on a regular basis to make sure that teachers are doing what is expected of them. He explained it as follows:

“The more the teacher is assisted, the more the teacher becomes confident and that’s when learner performance improves.”

Teacher 2A indicated that the school leadership is trying to help teachers understand the purpose of the IQMS. She explained that the school leadership has, for example, organised an outsider to train teachers who do not have computer skills, particularly with regards to the South African School and Administration Management System (SASAMS). She indicated that internal workshops and seminars are usually held at school to help teachers with the IQMS. However, Teacher 2A contradicted herself by mentioning that the school leadership is hesitant to assist teachers with the actual implementation of the IQMS. This she ascribed to SMT members believing that professional development is only applicable to Post Level 1 teachers. This participant then indicated that it is teachers themselves who help and support one another and not the SMT members as she initially indicated. She explained it in this way:

“The SMT is trying to assist teachers understand the purpose of the IQMS process. They organise internal workshops where issues pertaining to the implementation of IQMS are raised. All our staff members are computer literate because of the SMT. The school principal organised an internal workshop and invited an outsider to give computer lessons, particularly with the South African School and Administration Management System (SASAMS). I think the SMT has that believe that professional development is only for post-Level 1 teachers. Teachers are actually the ones who help and support each other with IQMS because the SMT is reluctant to help sometimes”.

Teacher 2B mentioned that she believes that school leadership is doing the best they can to make sure that teachers attend workshops and seminars pertaining to the IQMS process. She explained it in this way:

“Our SMT is doing the best they can to make sure that teachers attend workshops and seminars pertaining to the IQMS process”.

School 3

According to SMT 3 although the school leadership is trying hard to guide and motivate teachers to make them aware of the good intentions of the IQMS process, they are still struggling with teachers being uncooperative as far as IQMS is concerned. He indicated that the IQMS coordinators in their school are also working together with the school leadership to make sure that the IQMS is effective. SMT 3 indicated that the school leadership draws up IQMS management plans, present internal development workshops and convene staff meetings to make sure that teachers gain as much information as they can about the IQMS process. However, he admitted that the SMT lacks knowledge and understanding of the IQMS process, but that members are trying their best to communicate with the district officials for help. He explained it in this way:

“The SMT is trying the best to make sure that teachers participate in the IQMS process and together with the IQMS coordinators in the school, we work together with the school leadership to make sure that IQMS is effective. We have IQMS management plans, we organise internal development workshops and staff meetings to make teachers information about IQMS. Though the SMT sometimes lacks knowledge and understanding about IQMS, they’re trying their best”.

In contrast, Teacher 3A is of the opinion that the school leadership does not play any important role in the implementation of the IQMS. According to Teacher 3A there were no internal workshops or learning area meetings where teachers can raise their concerns about the challenges, they are facing pertaining to the IQMS process. She indicated that teachers do not have much information about the IQMS and that it is also difficult for the IQMS coordinators to assist teachers as they also do not understand the process. She explained the situation as follows:

“In our school, I can say that the school leadership does not play any part in the implementation of the IQMS as we don’t have internal workshops and staff meetings. Teachers do not have much information about the IQMS. There is no internal support system at all.”

This was confirmed by Teacher 3B who explained that the school leadership is not playing a large role in the implementation of the IQMS process. She stated that the school principal only observes teachers’ lessons. It was confusing because the two participants indicated that the school leadership does not play any role in the implementation of IQMS, whereas the SMT 3 said the opposite. It was clear that SMT 3 wanted to give the impression that school leadership and the implementation of IQMS process are effective in their school.

School 4

SMT4 believed the school leadership in his school is playing a vital role in the implementation of the IQMS. He explained that the SMT members usually attend workshops arranged or organised by the district officials and they come back to school to share the latest development pertaining to the implementation of the IQMS with other teachers. He also highlighted the fact that most teachers are hesitant to share their weaknesses but are quick to share their strengths. Hence it is sometimes difficult for the school leadership to play the role it is expected to play concerning the IQMS fully. He explained that teachers are generally encouraged to raise their concerns, to share their challenges and their areas of need for development. He explained it as follows:

“In our school, I want to be honest with you, our school leadership is playing a vital role in the implementation of the IQMS process. The School Management Team usually attend workshops arranged and organised by the district office. The SMT then come back to school and share the information and the latest development pertaining to the

implementation of the IQMS with other staff members. Teachers are hesitant to share and show their weaknesses for development but are quick to share their strengths. That is the reason why it is sometimes difficult for the SMT to play the role they are expected to play concerning IQMS. As the school management we encourage teachers to share their frustrations and their concerns and to share their challenges and their weaknesses for areas of development”.

Much of what was indicated by SMT4 was confirmed by Teacher 4A. She believed that the school leadership plays an important role in the implementation of the IQMS process. Teacher 4A explained that teachers do get help, provided they share their challenges with the school leadership. She explained it as follows:

“The school leadership plays an important role with the implementation of IQMS. We do get help and support if we share our challenges with them”.

Similar views were held by Teacher 4B. He indicated that teachers are always being checked whether they are using the available teaching resources correctly and wisely and whether they are attending workshops. This he contended was because the school leadership wanted to understand what teachers have gained from the workshops and staff meetings. He explained it in this way:

“IQMS is a waste of time and teachers have no knowledge and understanding of the whole process. We do not get any feedback after participating in the IQMS appraisal but sometimes the School Management Team check with teachers whether they are using available resources correctly and wisely and also encourage teachers to attend IQMS workshops. After attending workshops, teachers have to give feedback and share what they have gained with colleagues”.

Teacher 4B’s response was not convincing, because he previously indicated that the IQMS is a waste of time, because teachers have neither knowledge nor understanding of the process. He also indicated that teachers in his school do not get any feedback about their IQMS returns. Effective professional development begins with a commitment from school principals to provide opportunities for all teachers to grow professionally. As such, teachers need to be supported and motivated through their entire journey of professional development by school leaders (internally) and district officials (externally).

According to Anderson (2015), effective school leadership is critical to the school's success, improvement, and professional development, hence principals are held accountable for leadership tasks such as developing and evaluating teachers and the viability of the leadership style is an effective tool conducive to positively changing schools and staff development. Yang (2013), indicates that because different school members have different expectations about the school development and their own professional development, they may perform at various levels of morale when considering the school goals.

So, the principal needs to improve his/her transformational leadership in the process of school improvement and staff development. Just like the development of the country, school development requires constant transformation. A principal should have strong a transformational leadership style, by enhancing and helping the school through the hard time to maturity (Yang, 2013). According to Anderson (2015), transformational leadership is an important factor that relates to teacher acceptance, better performance, and increased job satisfaction. Transformational leadership will improve the schools, change teachers' classroom practices, enhance the quality of teaching and students' learning. According to Korejan and Shahbazi (2016), the unique aspect of transformational leadership is its ability to improve and motivate change and, in the process, to achieve performance beyond expectation.

4.3.5 The role of district officials in the implementation of the IQMS

Most of the participants have indicated that the district officials play an important role in the implementation of the IQMS process in their schools. According to the participants, district officials conduct workshops and seminars and guide SMTs and teachers in what to do or on which steps to be taken to make the implementation process a success or effective. According to the Education Labour Relations Council (ELRC, 2003), the district office has the overall responsibility of advocacy, training and proper implementation of the IQMS. The district office should also ensure that the implementation process in schools is monitored on an ongoing basis (ELRC, 2003).

School 1

According to SMT 1 the district officials conduct workshops and assist schools that have challenges and problems with the IQMS. He indicated that the district officials visit schools to check whether the IQMS is properly implemented and if there are problems. They also guide teachers on which steps to follow regarding the IQMS process. He explained it as follows:

“The district office plays an important role with the implementation of IQMS. District officials conduct workshops and assist schools with the challenges and problems they encounter with IQMS. They visit schools to check whether IQMS is properly executed and also guide teachers and SMTs with which steps to follow regarding the IQMS process”.

This was confirmed by Teacher 1A. He also indicated that the district officials often visit their school to assist with the implementation of the IQMS process. He explained it in this way:

“The district officials often come to school to help us with IQMS and to check whether the process is properly done”

However, according to Teacher 1B, the district officials do not help teachers at all. She indicated that teachers are left to their own devices and help each other and struggle on their own with the IQMS process. She explained it as follows:

“Our district office is not doing enough to help us with IQMS. We are left to deal with the challenges and problems of IQMS on our own”.

School 2

SMT 2 and Teacher 2A indicated that district officials play an important role as they usually conduct workshops and help teachers with the implementation process. SMT 2 explained it as follows:

“The district office plays a vital role with the implementation of IQMS. District officials conduct workshops and assist teachers with whatever problems and challenges they encounter with IQMS”.

Teacher 2A also indicated that the district office is helping them with IQMS. She explained it in this way:

“District officials organise workshops and help teachers and school management teams with the implementation of IQMS. They usually come to school and address us with regard to the challenges and problems with face with IQMS”.

However, Teacher 2B argued that district officials are not playing any role in the implementation of the IQMS because they enforce everything on teachers. He is of the opinion that the district officials avoid their responsibility of ensuring that the IQMS is effectively implemented in schools. He explained it as follows:

“Our district office does not support and help us with IQMS. They enforce everything on us. The district officials avoid their responsibility of ensuring that IQMS is effectively implemented in schools”.

School 3

SMT3 explained that the district office is increasingly playing a larger role in the implementation of the IQMS. He explained it as follows:

“The district office is pushing. They hold conferences and seminars now and then. District officials conduct workshops at our school, and we sometimes have one-on-one interactions with IQMS facilitators if we need help.”

Teacher 3A differed from SMT 3. She explained the situation as follows:

“I haven’t seen any district official in our school. Teachers have no information about the IQMS. There is no external support system at all.”

Her colleague Teacher 3B disagreed by indicating that district officials indeed play an important role in the implementation of the IQMS process. However, this contention was not convincing as she indicated that district officials only come to their school to check learners’ books. Teacher 3B did not elaborate on what happens after the learners’ books have been checked by district officials. He explained it as follows:

“The district office plays an important role in ensuring that IQMS is properly implemented. District officials come to school to check learners’ books”.

School 4

SMT 4 indicated that district officials conduct workshops and school leadership also helps individual teachers with the IQMS. He explained it as follows:

“The district office is very supportive and helpful. Officials from the district office often come to school to help us with IQMS and to check on whether teachers are cooperative or not. They conduct workshops and guide teachers on how to deal with the challenges and problems they face with IQMS. The district office is really helping a lot”

This was supported by both Teacher 4A and Teacher 4B. Teacher 4A explained it as follows:

“The district office helps us by conducting workshops and by coming to school to check if we have problems with IQMS. Teachers who face challenges with IQMS share their concerns with IQMS facilitators from the district and get assistance and support”.

However, Teacher 4B indicated that most of the workshops they attended were not IQMS related, but rather workshops pertaining to their specific learning areas. Teacher 4B explained it in this way:

“The district office support us by conducting workshops for different learning areas such as planning lessons, assessments, dealing with learners with barriers etc. Most of the workshops we attend are not IQMS related”

It was frustrating and confusing, because participants in the same schools gave different responses about the involvement of district officials in the implementation of the IQMS process. It felt like other participants especially members of the SMTs gave the impression that the IQMS is effective in their schools, whereas other participants gave a different picture of the situation in their schools.

4.4 OVERALL IMPRESSION OF THE IQMS PROCESS IN THE PARTICIPATING SCHOOLS

It is evident from the study that school leaders are faced with serious problems and challenges with the implementation of the IQMS process and teachers are also experiencing challenges with their school leaders and the implementation of the IQMS process. The findings show that the IQMS is not well received by most teachers in these schools and that contributes to the ineffectiveness of the process.

4.4.1 Roles and responsibilities

According to the ELRC (2003), school principals have the overall responsibility to ensure that the IQMS is implemented uniformly and effectively at schools. However, the data showed that school leaders are failing to ensure that the IQMS process are properly implemented in their schools. Most of the IQMS coordinators in these schools are Post Level 1 teachers who in turn are expected to train and help their colleagues, whereas principals and other SMT members are the ones who are responsible for advocacy and training at school level and who must also ensure that all staff members are trained on the procedures and processes of the IQMS (ELRC, 2003). School principals are also expected to monitor the IQMS process continually. However, no evidence could be found that this occurs.

Generally, none of the participants mentioned the staff development team (SDT) which is supposed to consist of the principal, the whole school evaluation (WSE) coordinator and Post Level 1 teachers. According to the ELRC (2003), one of the SDT's responsibilities is to coordinate all activities pertaining to staff development. It was clear that teachers in the participating schools do not want to be responsible for their own development as they mostly shifted the blame to their school leaders and the district office for the ineffectiveness of the IQMS. As professionals, teachers also need to learn more and familiarise themselves with the implementation of the IQMS and work together as a team to make the IQMS a success, because learning is a lifelong affair.

Although the SMT members in all the participating schools indicated that the district office is helpful and supportive, most of the teachers indicated the opposite. The district office has the overall responsibility of advocacy, training, and proper implementation of the IQMS. The district office also has the responsibility with regards to the development and arrangement of professional development programmes in accordance with the identified

needs of teachers (ELRC, 2003). It is evident that there is lack of communication between school leaders and district officials, because most of the participants mentioned conflicting issues with regards to accountability. School leaders and teachers are all pointing fingers at each other for the ineffectiveness of the IQMS in their schools.

4.4.2 Internal and external support system with the implementation of the IQMS

All the participating schools fall under the Johannesburg Central (JC) district, but they gave different responses on the issue of support. Some participants, especially the SMT members indicated that the district office is supportive and helpful, whereas most of the teachers indicated that the district office is not supportive. The SMT participants mentioned that the district office conduct workshops and seminars and sometimes one-on-one interactions with the IQMS facilitators. Generally, the teacher participants indicated that both the district office and their school principals are not helpful and supportive. One of the participants indicated that in their school, teachers are made to sign and fill in the IQMS forms without class visits and evaluation.

The only thing that mattered was the 1% pay progression. The principal who withdrew his school from participating in the study also indicated that in his school they only sign and fill in the forms without any evaluation process. The principal gave an excuse that teachers do not understand the IQMS. This indicates to a lack of effective leadership. There is a lot of pretence indicating that the IQMS is failing in these schools, whereas the fact of the matter is the lack of strong effective leadership. It is evident that school leaders, district officials and teachers are not doing what is expected of them in terms of professional development.

4.4.3 Time factor

Participants complained that a lack of time inhibits the proper implementation of the IQMS process. Most of the participants indicated that they have a lot to do as teachers and they do not have time or periods for the IQMS. They mostly indicated that the IQMS has a lot of paperwork and that the process is time-consuming. Another concern that was raised by participants was the issue of quality teaching and learning, because they are expected to teach in their various classrooms and at the same time observe their colleagues' lessons for evaluation.

This is frustrating to them, because they must leave their learners and classrooms unattended to accommodate the IQMS. One of the participants referred to the IQMS as a “thing” to show his frustrations about the process. This indicated that the IQMS is perceived negatively in these schools. In addition, it points to a lack of good and effective leadership and proper planning. According to Ong (2016), strategic planning encourages leadership commitment by showing staff members that their work is the most essential part of a larger strategy to help their schools succeed. In large organisations like schools, planning is critical so that everyone understands his or her responsibilities and departments are effective in coordinating their efforts (Ong, 2016). Planning promotes team building, synergy, and a spirit of togetherness.

4.4.4 The value and purpose of the IQMS

The Department of Basic Education (DBE) appeared before the Portfolio Committee for Education in Parliament to brief it about the purposes of the IQMS and the implementation of the continual professional teacher development (CPTD) system (DBE, 2014). The DBE informed the committee that the IQMS has been designed with the purpose for preparing an environment for teacher development, to monitor the overall effectiveness of the institution, to evaluate the performance of teachers, to identify specific needs of teachers for support and development, and to promote accountability (DBE, 2014). What came to my attention during the interview process was that teachers in the participating schools do not know or see the value and purpose of the IQMS process and merely participate in the process for the 1% pay progression.

Although teachers must take responsibility for their own development, school leaders also must play an advisory role and encourage their staff members to take part in professional development programmes like the IQMS process. According to the ELRC Resolution 8 of 2003, it is the responsibility of the SMT to ensure that school policies are successfully in place. Evans (2013), indicates that making time for your own development may be a challenge, but your employer should encourage and support you to develop yourself professionally.

4.4.5 Training

Participants indicated that they have never received adequate training as far as the IQMS is concerned. They only attended one day workshops that were conducted by the district office in the afternoon where they were bombarded with too much information within a

short period of time. Most of the participants indicated that they still do not understand the IQMS processes and procedures.

4.5 CONCLUSION

The overall impression of the IQMS through collecting data made me conclude that the participants have understanding and knowledge of the IQMS processes and procedures but choose to have a negative impression of the process. With all the IQMS documents in their IQMS files, teachers must learn and understand what is expected of them and seek help, either from their school leaders or from their district office. In the next chapter I relate the findings to my research questions, make recommendations, and suggest areas for further research.

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter, I presented and discussed data generated for this study. Using the research questions as a point of reference, this chapter focuses on providing answers to the research questions. This chapter also includes recommendations based on the findings and suggestions for further research.

5.2 DISCUSSION OF FINDINGS

This section presents a discussion of the findings which are related to the theoretical framework and current literature.

5.2.1 IQMS as a professional development strategy

The IQMS has been designed with the purpose of preparing an environment for teacher development, to monitor the overall effectiveness of an institution, to evaluate the performance of teachers, to identify specific needs of teachers for support and development, and to promote accountability (ELRC, 2003). Although the purposes of the IQMS have been clearly explained, the participants do not perceive the process as a strategy which is conducive to their professional development. To these teachers, the IQMS is nothing but a waste of time, because they do not understand how it should be implemented. Some of the participants are reluctant to participate in the IQMS process because they have not received adequate training about the IQMS.

They also blame the lack of support from their principals and district officials for the ineffectiveness of the IQMS and their lack of professional development. According to Allen and Turner (2013), the school principal is considered as one of the most influential factors in the development of the quality and character of a school. With transformational leadership, instead of empowering selected individuals, the school becomes empowered as a collective unit (Balyer, 2012). It has, however, been ascertained that in the participating schools there is lack of synergy between teachers and their principals in terms of the IQMS and as such, teachers feel that they are being left to deal with the challenges of the implementation process on their own. Hence, they do not perceive the

IQMS as a professional development strategy, but as a time-consuming and time-wasting exercise.

5.2.2 The IQMS and the Continuing Professional Development (CPTD) system

According to the South African Council for Educators (SACE, 2015), both the IQMS and CPTD system have common features in terms of teacher development. The IQMS appraises teachers with a view of determining areas of strengths and weakness and to draw up programmes for the individual development of teachers. One of the purposes of the CPTD management system is to ensure that all professional development activities contribute more effectively and directly to the improvement of teaching and learning. The CPTD management system provides teachers with clear guidance about which professional development activities will contribute to their professional growth (SACE, 2015).

Instead of using both the IQMS and the CPTD management system to their advantage for personal and professional growth, participants choose not to be involved in other professional development activities initiated by SACE or themselves to boost their knowledge and skills. These teachers only focus on IQMS and its challenges and demands. SACE (2015) further explains that the CPTD system provides teachers with a database of SACE approved providers and many of SACE endorsed professional development programmes to address the needs identified from the IQMS process. Teachers can use the Type 1 professional development activities for furthering their studies as their initiated programme to address their professional needs.

5.2.3 The IQMS and its challenges

The study has revealed that teachers in the participating schools face challenges and problems associated with the implementation of the IQMS. The following were identified:

5.2.3.1 Lack of effective and supportive school leadership

According to McCarley, Peters and Decoman (2016), quality leadership and a positive school climate are critical to the success of the school leader, learner, and school. The exploration of school leadership and the implementation of the IQMS process in this study suggest that supportive and effective leadership is lacking in the participating schools in respect of the implementation of IQMS and teacher professional development. Most of the participants indicated that they still do not understand the IQMS process. As a result,

they felt that the process is just an unnecessary paperwork activity and not a good strategy for professional development. In one of the participating schools, it was found that teachers were made to fill in and sign the IQMS summative forms without any class visits or lesson observations for evaluation. Participants indicated that they attended a once-off workshop where they were bombarded with too much information within a few hours. This points to the lack of effective school leadership as it is the responsibility of school principals to ensure that all policies related to teacher professional development and other education related matters are effectively and efficiently implemented.

The participants also stated that there is no follow-up or feedback on their performance reports after the evaluation process. The Employment of Educator's Act (76 of 1998), states that school principals are responsible for staff training programmes to assist teachers to develop educational objectives relevant to the needs of the school. Therefore, school leaders need to play a key role in the motivation and professional development of teachers. Teacher participants indicated that they are left to deal with the challenges and the demands of IQMS by themselves.

According to Balyer (2012), transformational leadership helps school principals to frame their attitudes to move their schools forward. Transformational leadership moves individuals toward a level of commitment to achieve school goals by identifying and articulating school vision, fostering the acceptance of group goals, providing individualised support, providing intellectual stimulation, providing an appropriate model, and having high performance expectations (Winokur, 2013). School leaders in the participating schools should adopt a transformational leadership style which is positively associated with a school's innovative climate and that motivates teachers to do more than they are expected in terms of extra effort and greater productivity (Meyer, 2012).

According to the Wallace Foundation (2011), without effective principals who execute their duties with care, schools will have little chance of success. It was found that with regards to the IQMS, school leaders in the participating schools were as confused as their teachers because they also claim to still have no knowledge of the IQMS. This again indicates lack of effective leadership in these schools. Although the SMT participants identified the problem of not having sufficient knowledge about IQMS as a factor which negatively impacts on the effective implementation of the IQMS, they never addressed it nor made any effort to act on it. This is contrary to what is suggested in literature. For example, Sebastien, Siew and Orimaye (2017), indicate that a school leader is most

effective when engaging in both transformational and organisational development practices that create conditions where teachers and learners are empowered and motivated. Effective school leadership and the professional development of teachers play an important role to improved learner performance and school education (Azar and Adnan, 2020). Transformational leadership is an efficient way to influence change within schools because it has the potential of empowering teachers (Smith, 2016).

5.2.3.2 Lack of planning for the implementation of the IQMS process

Most of the participants raised concerns about the issue of time. They complained about having too much work and the IQMS being time-consuming. It was discovered that a lack of proper planning strategies contributed to this problem. Teachers and their principals have been participating in the IQMS process since its introduction in 2004 and presumably have identified problems and challenges with the process. It is the responsibility of school principals to see to it that they include the IQMS in their management plan to make the implementation effective and to give clear direction to teachers who are struggling with the IQMS. Through proper planning, school leaders can prepare teachers for the challenges associated with the IQMS and work together and as team to deal with the demands of the IQMS.

Robbins and Coulter (2016), indicate that to have organisational effectiveness, the first thing that people should know is what and when things are expected from them. For this purpose, planning comes as a solution whereby managers define broad objectives of an organisation. Planning is a process of decision-making regarding what to do, how to do it and to schedule tasks to make the impossible possible (Jeseveciute-Uferteine, 2014). It was established that school principals received advocacy and training on the implementation of the IQMS, but due to the lack of proper prior planning they do not put what they have been trained for into practice.

As a result, it is unlikely that the IQMS in particular and teacher professional development in general will be effective in the participating schools. Training in transformational leadership components and the assessment of strengths have been suggested for school leaders. This approach to leadership eliminates the need for principals to accept the entire weight of school reform and distributes some of the leadership roles to others to share the vision for change (Jeseveciute-Uferteine, 2014). According to Ibrahim and Ling (2013), transformational leadership is a style of leadership where the leader along with

his or her team can identify the challenges ahead, resources available and build a long-term vision for the team and is constantly engaging and involving employees to perform to the best of their abilities and grow professionally and personally in the process. It is suggested that SMTs in the participating schools should adopt the transformational leadership style to identify the IQMS challenges and plan to deal with those challenges, thus involving and engaging other staff members to be part of the plan.

5.2.4 Lack of accountability

The data suggests that participants do not want to be accountable for the implementation of the IQMS process. SMT participants claimed to be supportive and helpful to teachers and indicated that their district officials are supporting teachers by organising workshops, seminars and cluster meetings pertaining to the implementation of the IQMS process. However, it was found that the actual claims were just a window dressing exercise, as some of the teacher participants did not agree with their senior colleagues and indicated that there is no internal or external support system in place for teachers and in addition indicated that they sometimes beg their principals to assist them with the IQMS process.

Some of the participants indicated that their school principals threw the IQMS at them without any assistance or training. According to Evans (2013), when there is a lack of clarity around who is responsible for what, it becomes difficult to hold people accountable. The above statement takes us back to the issue of planning. For principals and their teaching staff to deal with the challenges of IQMS in a professional manner, all teachers in schools must know what role to play in terms of the implementation process and how and when to play that role.

The findings further show that teacher participants themselves also do not want to be held accountable for their own professional development. These participants believe it is the responsibility of either their principals or district officials to develop them instead of themselves taking ownership of their personal and professional development. Despite all the IQMS guidelines, these teachers still want to be spoon-fed and be convinced into believing that the IQMS is the right tool for their professional development instead of taking initiatives and familiarising themselves with the IQMS process. Accountability in the workplace is linked to an increase in commitment to work and employee morale (Evans, 2013). According to Smith (2016), transformational leaders look beyond their personal needs and strive to achieve goals that are important to the entire organisation.

The result of change guided by transformational leadership is an organisation with members who are empowered (Smith, 2016). Hickman (2018), indicates that a lack of accountability in the workplace results in ineffective leadership practices and a mind-set denouncing accountability. Whether on an individual level, a team level or across the organisation, if you are not successfully meeting objectives, you probably have a lack of accountability (Hickman, 2018). School leaders in the participating schools should therefore utilise transformational leadership behaviours to take accountability for implementing the IQMS effectively and efficiently.

5.2.5 The ineffectiveness of the IQMS on teacher professional development

The evidence suggests that the participants do not regard the IQMS as a tool for professional development. They did not demonstrate the eagerness to grow as individuals and as professionals. Instead of taking the advantage of the IQMS process to enable and empower themselves, the participants came up with excuses to label the IQMS as ineffective and time-consuming. The only value of the IQMS as perceived by the participants was the 1% pay progression which is linked to the IQMS. One can surmise that if it was not for the pay progression, it would be highly unlikely that the IQMS process would be implemented at all.

According to Marcelo (2009), teacher professional development sets out to promote change in teachers so that they may grow as professionals. This does not appear to be happening in the participating schools. Mokhele and Jita (2010), explain that personal or self-development refers to possessing personal strengths and characteristics that aid teachers in defining and making sense of their teaching practices. This happens through developing the necessary life skills that can help them grow in and outside their profession.

Mokhele and Jita (2010), further indicate that teacher professional development is an evolving learning process which is ongoing and endless. Even if a teacher has achieved a certain level of development, he or she still needs to learn his or her whole life and career (Berkovich, 2016). Although teacher participants indicated some of the challenges, they face with their school leadership and the implementation of the IQMS, they should not be afraid to seek help from either the district, provincial or even the national educational offices. It is also essential that support is provided and accessible to them when they need it for them to grow professionally. Darling-Hammond, Hyler and Gardner

(2017), define professional development as a structured professional learning experience that results in change in teacher practices and improvement in learning outcomes. The professional development of teachers is both an individual and collective process that should be accomplished at school, hence it is important for all SMTs and staff members in the participating schools to work together as a team to make sure the IQMS process is effectively implemented for their own professional development.

5.2.6 The IQMS structures are not put in place in the participating schools

The data suggests that IQMS structures are not in place in the participating schools. A School Development Team (SDT) and Development Support Group (DSG) are some of the structures that should operate in schools and play significant roles in the effective implementation of the IQMS process. Out of the twelve participants, only one SMT participant made any references to the SDT in his school. The rest of the participants seemed to have no knowledge of these structures and how they should operate. The participants indicated that they were not trained to carry out duties or roles pertaining to the implementation of the IQMS process as they only attended a once-off IQMS workshop.

They also raised a concern that their school principals were not being supportive. According to the IQMS Training Manual (ELRC, 2003), the first steps to be taken when implementing the IQMS is the initiation process and the convening of a meeting to elect members of the SDT. Together with the SDT, the SMT should develop an implementation plan for developmental appraisal. The implementation plan should clearly indicate who should be evaluated by whom and when. The ELRC (2003), further states that the SDT is also responsible for managing the process and ensuring the consistency and fairness of the process, as well as the accuracy of specific and overall ratings of teachers.

It was discovered that in the participating schools, all the above-mentioned steps have not been followed nor implemented. Another structure to be identified and selected when implementing the IQMS process is the DSG, to provide mentoring and support to teachers. The DSG is responsible for assisting teachers to develop their Personal Growth Plans (PGPs) and work with the SDT to incorporate plans for the development of teachers into the School Improvement Plan (SIP). The DSG is also responsible for development purposes (ELRC, 2003). Like the SDTs, DSGs in participating schools were also not in place. This clearly supports the notion that the participating schools lack effective

leadership and accountability with the implementation of the IQMS and teacher development.

5.3 RECOMMENDATIONS

5.3.1 Effective and supportive school leadership

According to the United Nations Educational Scientific and Cultural Organisation (UNESCO) (2009), school principals need initial training and continuous professional development to succeed. Most of the school leaders in the participating schools are still struggling to carry out their leadership and managerial duties. It is recommended that the DBE should appoint a special education unit or committee specifically tasked to provide support and professional development to these principals. Although the Gauteng Department of Education (GDE) refers to circuit managers in the District of Institutional Development and Support Offices (IDSOs), development of and support for school principals are not forthcoming, hence this recommendation is made.

5.3.2 The IQMS needs to be revised

It was found that the IQMS process is complicated as teachers and their school principals are still struggling with its implementation. It is recommended that the process should be made easier to implement and to understand. According to the Education Labour Relations Council (ELRC, 2020), despite all measures put in place to strengthen the implementation of the IQMS, schools continued to experience challenges, resulting in the Teacher Development Summit being convened from 29 June to 2 July 2019, to identify and address, amongst others, factors responsible for its poor implementation. The summit agreed on streamlining and rebranding of the IQMS process.

Eventually a new Quality Management System (QMS) was developed by a task team of the ELRC. The agreement was signed on the 17th of September 2020 (ELRC, 2020). As it was recommended that the IQMS should be revised, the QMS is thus an improvement over the IQMS. Though the QMS is not yet in effect in the public school system, the policy is much simpler, there are grievances and moderation processes, the job descriptions of school principals, deputy principals and teachers are clearly stated, and the appraisal criteria are also convincing. The National Professional Teachers' Organization of South Africa (NAPTOSA, 2020), has expressed the view that the QMS is unlikely to lead to greater teacher accountability, or effectiveness that will produce quality learning gains. I

am also of the opinion that there is a likelihood that the QMS will not be successful, as it is still linked to pay progression, meaning teachers will continue to focus on the pay progression instead of their professional development.

The difference with QMS is that there is no DSG required and line managers, meaning HODs and school principals will be required to evaluate teachers. It was difficult for the participating school principals to elect the SDT and DSG members to help them provide support and motivate teachers with the implementation of the IQMS process. With the QMS, in my opinion, the situation is going to be more difficult because SMTs are now required to evaluate teachers without any assistance of the SDT and DSG. The QMS is going to worsen the situation in respect of the lack of supportive and effective leadership, as the evidence in the study suggests that school leaders do not take responsibility for developing teachers and helping teachers to develop themselves.

According to the Department of Basic Education (DBE,2020), principals have the overall responsibility to ensure that QMS is uniformly and effectively implemented at schools and that teachers have to familiarise themselves with the QMS processes. Circuit managers as immediate supervisors to principals also have the responsibility of managing the process in a supportive manner, to improve the level of accountability in schools.

According to Quin, Deris, Bischoff and Johnson (2015), universities and alternative preparation programmes must train principals to apply transformational leadership practices to prepare them to use accountability and achievement data to serve as an instructional coach, challenge the status quo, motivate staff, manage personnel, handle disruptions in and out of the school and understand economic, social, technological and the global change of schools. The fact that there is no good relationship and communication between teachers and principals in the participating schools regarding the implementation of the IQMS, it is questionable whether teachers in these schools will change their mindset to take ownership of their own professional development.

Krishna and Balaji (2014), define empowerment as a process of enhancing feelings of self-efficacy. Therefore, the impact of transformational leadership behaviour on followers' performance often stems from followers' development and empowerment which increase both their ability and motivation. Transformational leadership affects followers' self-concept and leads to self-empowerment (Krishna and Balaji, 2014). School principals in these schools should therefore change their leadership behaviour and start doing what is

expected of them as leaders and managers in schools, which is to motivate and support the teachers with their professional development.

5.4 SIGNIFICANCE OF THE STUDY

The study shed some light on school leadership and teacher professional development in South African public schools. The study highlights the current situation in the participating schools in Soweto. Now with the new revised Quality Management System (QMS) being implemented, this study provides valuable insights into whether it will address the challenges and problems uncovered regarding the IQMS.

5.5 LIMITATIONS OF THE STUDY

As mentioned in Chapter 1, I commenced with this study in 2016 when the IQMS was still being implemented. Due to personal circumstances, I was forced to interrupt the study and during this time, the IQMS was replaced by the QMS. The findings are therefore based on the discontinued IQMS. However, this study did highlight challenges that will need to be addressed for the QMS to succeed in its objectives.

The four primary schools in Soweto in the Gauteng province were purposively sampled. The focus of this study was the exploration of school leadership in the implementation of the IQMS process and how challenges and problems with the implementation process are dealt with. The research approach was qualitative. This study was limited to a case-study research design and confined to only one SMT member and two Post Level 1 teachers in each of the four schools, which was a small size and therefore the results could not be generalised.

Data was only collected from one district office, and this could be a limitation. It was conducted in English since most schools in Soweto use English as the Language of Teaching and Learning (LOLT). However, some questions may have been misunderstood due to the lack of understanding of the English language. Some of the responses may have been the results of language, as all the participants are non-English speakers. The study was also limited to the use of interviews as a data collection method and did not use other data gathering techniques like observation, for example.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

It is suggested that a more in-depth study should be conducted to provide more information about school leadership and the implementation of the new QMS process in Soweto schools as well as the professional development of teachers. The study should also investigate the integration of the new Quality Management System (QMS) and CPTD points system. In addition, a study into the training being provided with the implementation of the new QMS process will potentially provide valuable insights. In addition, a study of how the new QMS process is perceived by teachers may provide valuable insights as to whether this new teacher appraisal system would indeed contribute to inspiring the standard of teaching in public schools.

5.7 CONCLUDING REMARKS

The study confirmed that a contributing factor towards the ineffectiveness of the IQMS process in the participating schools is the lack of effective and supportive school leadership. Principals should be able to understand the schools which they lead and offer effective and efficient management of schools (DBE, 2016). Therefore, the DBE should provide thorough training and guidance, not only in the professional duties of school principals, but also in terms their own professional development.

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ADDENDUMS

ADDENDUM A: GDE RESEARCH APPROVAL LETTER



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	02 April 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2018/445
Name of Researcher:	Motlhabane M. P
Address of Researcher:	88A Mamabolo Street P.O. Kwa- Xuma Naledi Soweto, 1858
Telephone Number:	011 931 0140 / 063 489 7058
Email address:	Minamotlhabane69@gmail.com
Research Topic:	Leadership and the implementation of the integrated Quality Management Systems in Soweto schools
Type of qualification	Masters
Number and type of schools:	Four Primary Schools
District/s/HO	Johannesburg Central

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the

M.P. Motlhabane 02/04/2019
Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 365 0400

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District-Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District-Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District-Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District-Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 02/04/2019

2

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Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

ADDENDUM B: LETTER TO PRINCIPALS



Mr/Ms /Mrs

PARTICIPATION IN THE STUDY ON THE IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT IN SOWETO PRIMARY SCHOOLS.

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding for this degree is the successful completion of a significant project in the field of education.

The title of my approved research study is **“The implementation of the Integrated Quality Management System in Soweto primary schools.”** This study is therefore concerned with problems and challenges principals and teachers in Soweto primary schools face with the implementation of the Integrated Quality Management System (IQMS) and its demands.

It is therefore my great honour and privilege to be able to invite you to become a voluntary participant in this research project.

Kindly afford me this opportunity to explain the scope and the responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for the research project in the following manner:

- (a) By interviewing you as the member of the School Management Team

I have included herewith for your information a copy of the preliminary interview schedule to be used during the interview process.

The aim of this research project is not to pass judgement on or to evaluate the implementation of the IQMS at your school but rather to add significantly to the current picture of challenges and problems faced by school leadership in the implementation of the IQMS in Soweto primary schools.

Kindly note that the choice for you and your school to participate in this research project is entirely voluntary and that once you have indicated your willingness to participate, permission for your participation will also be secured from the Gauteng Department of Education.

Please also be assured that the information obtained during the research will be treated confidentially with not even the Gauteng Department of Education having access to the raw data obtained during the interview process. At no time will either you as an individual or any other of the individuals who participate in the study or the school be mentioned by name or be allowed to be identified by any manner or means whatsoever during the final research report.

To ensure that you and other participants at your school will be afforded the opportunity to comment on confidential written transcripts of his/her own individual interview and each will have final approval of both content and its accuracy. At the end of the research study, you will be provided with a copy of the research report containing both the findings and the recommendations for the implementation of the IQMS in Soweto primary schools. I will also be happy at your request to plan and present a workshop at your school on the findings and recommendations contained in the research report.

I give you my assurance that at no time will I be directly involved in observing, questioning or purposefully interacting with the learners at your school for either research or personal reasons.

This research study presents a unique opportunity for you and your school to become involved in the process of research aimed at exploring ways and means of improving the situation in Soweto primary schools.

If you decide to participate in this research study, kindly indicate by completing the consent form at the end of this letter.

Thanking you in anticipation

Yours in service of education

Student

Mina Philadelphia Motlhabane

063 489 7058

minamotlhabane69@gmail.com

Supervisor

Dr Andre du Plessis

083 204 6060

duplessis.andre@up.ac.za

PARTICIPATION IN THE STUDY ON THE IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT IN SOWETO PRIMARY SCHOOLS.

I _____, the principal at _____, hereby voluntarily and willingly agree to participate in the above-mentioned study introduced and explained to me by Mina Philadelphia Motlhabane, currently a student enrolled for MEd Leadership Degree at the University of Pretoria.

I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods of collecting information proposed by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information she collects.

Full name

Date

School stamp

ADDENDUM C: LETTER TO INDIVIDUAL PARTICIPANTS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

The teacher

.....

Dear Sir/Madam

PARTICIPATION IN THE STUDY ON THE IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM IN SOWETO PRIMARY SCHOOLS.

I am currently enrolled for a Master's Degree in Educational Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is “**The implementation of the Integrated Quality Management System in Soweto primary schools.**” This study is therefore concerned with problems and challenges principals and teachers in Soweto primary schools face with the implementation of the Integrated Quality Management System and its demands.

It is therefore my great honour and privilege to be able to invite you to become a voluntary participant in this research project.

Please allow me the opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project by interviewing post level-one teachers who have participated in the IQMS process in the past three years about their experiences and challenges with the implementation of the IQMS. If you agree to participate, I will conduct a 20-30 minutes semi-structured interview with you as the post level-one teachers about aspects of the implementation of the IQMS process in your school. The interview will take place at a suitable and convenient place and time that does not interfere with school activities or responsibilities. With your permission, the interview will be audio-recorded for the purpose of transcription and analysis. The information obtained will be treated with the strictest confidentiality and will be used solely for research purposes. I have included here for your information a schedule of interview questions.

The aim of this research project is not to pass judgement, but rather to paint an accurate picture of how principals, SMT members and teachers in Soweto primary schools deal with problems and challenges concerning the implementation of the Integrated Quality Management System (IQMS) and its demands.

Please understand that the decision for you to participate is entirely voluntary and that once you have indicated your willingness to participate, permission for your participation will also be secured from the Gauteng Department of Education. Please also be assured that the information obtained during the research study will be treated with confidentiality, with the above-mentioned department having no access to the raw data obtained from the interview. Your identity will be protected. Only my supervisor and I will know your real name as pseudonym will be used during data collection and analysis. Your school will not be identified either. You do not have to participate in this research if you do not want to, and you will not be penalised in any way if you decide not to take part. If you decide to participate, but you change your mind later, you can withdraw your participation at any time.

At the end of the research study, you will be provided with a copy of the research report containing both the findings of the study and the recommendations. This research study presents a unique opportunity for you and your school to get involved in the process of research aimed at exploring ways and means to improve the implementation of the IQMS. If you decide to participate in this research study, kindly indicate by completing the informed consent form at the end of this letter.

Thanking you in anticipation

Ms MP Motlhabane

Student researcher

063 489 7058

Dr A du Plessis

Supervisor

083 204 6060

LETTER OF INFORMED CONSENT

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED

The implementation of the Integrated Quality Management System in Soweto primary schools.

I _____, the teacher at _____ hereby voluntarily and willingly agree to participate in the above-mentioned study introduced and explained to me by Mina Philadelphia Motlhabane currently a student enrolled for a MEd Leadership Degree at the University of Pretoria.

I further declare that I understand, as they were explained to me by the researcher, the aim, scope, purpose, possible consequences and benefits and methods by which the researcher will attempt to ensure the confidentiality and integrity of the information she collects.

Full name

Date

School stamp

ADDENDUM D: INTERVIEW PROTOCOL

Appendix A

The teacher interview protocol

The implementation of the Integrated Quality Management System in Soweto primary schools.

Time of interview: _____ Duration: _____

Date: _____

Place: _____

Interviewer: _____

Interviewee: _____ pseudonym: _____

Male/female: _____. The purpose of this study is to highlight the challenges and problems Soweto primary schools face with the implementation of the IQMS. Pseudonyms will be utilized in the interviews, data analysis and the findings. The data collected in this study will serve in research purposes only and will be treated as confidential. Access to the data will be granted to the researcher and the supervisor only. Thank you for your participation.

Questions:

1. What is your understanding of Continuous Professional Development in schools?
2. Do you think IQMS has a positive effect on teacher professional development?
3. Briefly describe the role that the School Management Team (SMT) plays in teacher professional development in your school.
4. What style of leadership approach do you think is needed for IQMS to be effectively implemented?
5. Is there any internal or external support system provided for teachers with IQMS and its challenges?
6. Do you see any purpose for teacher professional development?
7. May you please give a few examples of Continuous Professional Development activities at your school.
8. Do you receive feedback from the IQMS co-ordinator and SMT in relation to your IQMS returns?
9. Is there anything you want to share with me regarding leadership and the implementation of the IQMS and other policies in your school?

10. What is the most challenging situation you ever dealt with in relation to school leadership and the implementation of the IQMS?
11. May you please explain your school's culture in terms of relationships between teachers and the School Management Team (SMT).
12. What is the most satisfying thing about IQMS and teacher appraisal?
13. Please explain your personal challenges and experiences with school leadership and the implementation of the IQMS.
14. Do you think the School Management Team is doing enough to help teachers understand the importance of participating in the IQMS and other professional programmes?
15. There is a perception that the IQMS is ineffective in Soweto primary schools. What is your intake on that?
16. What is your understanding of the National Policy Framework for teacher education and development? What does it entail?

Appendix B

The principal interview protocols

The implementation of the Integrated Quality Management System in Soweto primary schools.

Time of the interview: _____ Duration: _____

Date: _____

Place: _____

Interviewer: _____

Interviewee: _____ pseudonym: _____

Male/Female: _____

The purpose of this study is to highlight the challenges and problems Soweto primary schools face with the implementation of the Integrated Quality Management System (IQMS). Pseudonyms will be utilized in the interviews, data analysis and the findings. The data collected in this study will serve in research purposes only and will be treated as confidential. Access to the data will be granted to the researcher and the supervisor only. Thank you for your participation.

Questions:

1. May you please explain your understanding of continuous professional development in schools.
2. What is the most challenging situation you ever dealt with in relation to the implementation of the IQMS process?
3. How can you explain the overall competence of learners' and teachers' performance before and after the IQMS evaluation process?
4. How important do you think teacher professional development is?
5. How could you rate the implementation of and the effect of IQMS in your school?
6. Is there any indication of dissatisfaction with the implementation of the IQMS in your school? If there's any, how do you deal with it?
7. The South African Council for Educators (SACE) introduced and implemented the Continuous Professional Teacher Development (CPTD) system, recognising teacher development. The system recognises and encourages what teachers do for their own professional and personal development. How do you think IQMS can be used as a vehicle for CPTD?
8. What is your understanding of the term "mentoring" and how do you implement it?
9. Is there any internal or external support system provided for teachers with IQMS and its challenges?

10. What is the most satisfying thing about IQMS and teacher appraisal?
11. How do you view the role and the influence of school leadership in relation to the implementation of the IQMS?
12. How does school leadership mediate, plan and motivate teachers in relation to the IQMS process and its implementation process?
13. What kind of support is required from the School Management Team (SMT) to manage the leadership role in the implementation of the IQMS?
14. What problems and challenges does the SMT face with the implementation of the IQMS and how do you deal with those problems and challenges?
15. May you please explain your school's culture in terms of relationships between teachers and the SMT?
16. What strategies does the SMT use to motivate and support teachers to participate in the IQMS and other professional development programmes?
17. What do you think needs to be done for IQMS to be effectively implemented in Soweto primary schools?
18. There's a perception that IQMS is ineffective in Soweto primary schools. What's your intake on that?
19. Do you implement induction and how do so?
20. What role does the district office play in continuous professional development of teachers?

