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IQMS IMPLEMENTATION: A MANAGEMENT AND LEADERSHIP CHALLENGE FOR PRIMARY SCHOOL PRINCIPALS IN KLEIN LETABA CIRCUIT

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2011-11-14
http://hdl.handle.net/10539/10798

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CHAPTER 1: OVERVIEW AND RATIONALE FOR TO THE STUDY

1.1 Introduction

The dawn of a new democratic dispensation in South Africa was a turning point in the history of our country. It initiated a tide of radical political, economic and social transformation. After its inauguration the new government was faced with a enormous challenge of restructuring and rebuilding the education system in order to overcome the inequalities and segregation caused by the now defunct apartheid regime. It then set out to introduce and implement reforms that could give South Africa a unified and coherent education system. Among the legislative reforms that were introduced, was the assessment of the performance of both educators and schools.

The new democratic dispensation in South Africa is expected to transform and democratise education in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism, and guarantees the right of basic education for all. In order to improve the quality of education, the government embarked on processes of introducing educational policies and programmes which schools must implement. Between 1998 and 2003 the Department of Education introduced three quality management programmes, namely Developmental Appraisal System (DAS); Performance Measurement (PM) and Whole School Evaluation (WSE) in order to enhance and monitor the performance of educators and schools. Before these programmes could achieve what they were intended to achieve, there was a call to integrate them into one manageable approach.

In August 2003, an agreement which became known as Collective Agreement No. 8 of 2003 was reached in the Education Labour Relation Council (ELRC) to integrate the existing programmes on quality management in education, namely DAS, PM and WSE (ELRC, 2003: 1). This agreement gave birth to a new approach called the Integrated Quality Management System (IQMS). In terms of Resolution No. 8 of 2003 IQMS must be implemented in public schools in order to improve productivity

through assessing and monitoring the performance of the education system. IQMS is informed by Schedule 1 of the Employment of Educators Act No. 76 of 1998 whereby the Minister of Education is required to determine the performance standards of educators (Khumalo, 2008: 1).

The successful implementation of IQMS in schools depends greatly on the management and leadership competencies of the principal. Its introduction to public schools posed a difficult task especially for principals since they are expected to manage and lead the successful implementation of this expansive quality assurance approach, control the schools' response to pressures of change, and to minimise their adverse effects. Because of inherent challenges, this new approach brought along management and leadership challenges for principals who do not understand the role which they have to play regarding the implementation of IQMS in their schools. According to Sallis (1996: 76), the main reason why quality initiatives fail in educational institutions is due to lack management and leadership skills, hence the improvement process cannot be sustained.

1.2 Motivation and background

The South African education landscape has undergone significant changes in the last decade following the formation of country's first democratically elected government in 1994. The democratically elected government of the Republic of South Africa has since its establishment, implemented educational legislations and policies that progressively shifted the new agenda within the transformation framework aimed at reconstructing the education system. The implementation of such legislations and policies restructured the education system and aligned it with the vision of the National Department of Education. One of the policies that were introduced was the Integrated Quality Management System (IQMS). The introduction of IQMS was as a result of a consensus reached between the National Department of Education and labour unions in the Education Labour Relation Council (ELRC) and became known as Collective Agreement Number 8 of 2003. Through IQMS the Department of Education aimed at enhancing the provision of quality public education to all South Africans.

The South African government has a constitutional obligation to ensure that the education system is transformed and democratised. To achieve this mandate the government introduced policy development, education legislations and curriculum reforms. Critical to this is the evaluation of the performance of both educators and schools. There was an urgent need to develop an evaluation instrument that would enhance the development of competency of educators and the quality of public education in South Africa (Department of Education, 1999: 5)

Through its constant engagements with stakeholders to improve the quality of education in the country, the National Department of Education reached an agreement in the Education Labour Relation Council (ELRC) on the system that will be used to evaluate the performance of educators and schools. This agreement is called Collective Agreement Number 8 of 2003. The agreement informs the introduction of the Integrated Quality Management System (IQMS) in public schools. According to this agreement, the tenets of IQMS are to determine competence, to assess strengths and areas for development, to provide support and opportunities for development to ensure continued growth, to provide accountability and to monitor the overall effectiveness of an educational institution (ELRC, 2003: 4).

The purpose of Collective Agreement is to align the different Quality Management programmes that have been introduced between 1998 and 2003, namely Developmental Appraisal System, Performance Measurement and Whole School Evaluation and integrate these programmes into one instrument called the Integrated Quality Management System (IQMS) (ELRC, 2003). Previously, the three programmes were implemented individually, but now they are integrated into a system that ensures maximum effectiveness and coordination at school level. The introduction of IQMS signalled a new approach to performance evaluation in the South African education system (Portfolio Committee, 2006: 1). According to Collective Agreement No.8 of 2003(2003: 3), the purposes of the three programmes are delineated as follows:

- The purpose of **Development Appraisal** (DA) is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual

development. It is a process of appraising performance in a formative and supportive to facilitate further professional and personal development and growth (Department of Education, 1999: 12)

- The purpose of **Performance Measurement** (PM) is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives. PM is a process of evaluating and documentation of personnel performance in order to make adjustments that lead to decisions regarding promotions, rewards, probationary tenure and dismissal.

- The purpose of **Whole School Evaluation** (WSE) is to evaluate the overall effectiveness of a school, including the support provided by the District, school management, infrastructure and learning resources as well as the quality of teaching and learning.

The philosophy underpinning the IQMS is based upon the fundamental belief that the purpose of Quality Management System is fivefold, namely:

- To determine competence
- To assess strengths and areas for development
- To provide support and opportunities for development to assure continued growth
- To promote accountability, and
- To monitor an institution's overall effectiveness (ELRC, 2003: 4)

Management and leadership skills of school principals remain critical in ensuring the effective implementation of IQMS. This study was undertaken to focus on the management and leadership challenges facing primary school principals in the implementation of IQMS in Klein Letaba Circuit. Consequently, the main aim of this research is to identify and investigate these challenges and to recommend ways on how these challenges can be addressed.

1.2.1 The role of principals in the implementation of IQMS

School principals play a critical role in ensuring that IQMS programmes are effectively implemented despite the challenges and pressures that are inherent in the system. As school managers, principals are the drivers of IQMS at school level and they have a mandate together with their School Management Teams (SMTs) to ensure that the system is implemented as set out in the Collective Agreement. Within the context of IQMS this implies that school principals are responsible for promoting quality teaching and learning as well as accountability. School principals are expected in terms of IQMS requirements to perform the following roles:

- Overall responsibility for uniform and effective implementation of IQMS in the school
- Responsible for ensuring effective communication with district or local (circuit) Department of Education
- Create requisite quality assurance structures and procedures in the school
- Organise IQMS training workshops and discussions for staff members and other members of the school community
- Lead the SMT and SDT in the broad planning and implementation of IQMS
- Provide resources for IQMS implementation.

Every year the Department of Education allocate more money for the provision of educational resources and infrastructure in an attempt to create an environment conducive for effective learning and teaching and to support principals to effectively implement IQMS and other educational programmes in schools. All these efforts by the Department of Education are yet to translate into desirable outcomes. It is against this background that this researcher was undertaken in order to identify and investigate the management and leadership challenges that principals are faced with when implementing the Integrated Quality Management System in public primary schools.

1.3 Statement of the problem

Since the implementation of IQMS in schools in 2004, the evaluation of educators' performance has yet to be seen to contribute significantly to improving the quality of education in South Africa. Despite the allocation of resources by the Department of Education to support the effective implementation of educational programmes in schools, principals still find it difficult to effectively manage and lead the implementation of IQMS at school level.

1.4 Research questions

The purpose of this research is to identify and investigate the management and leadership challenges facing primary school principals in implementing of IQMS. The research seeks to provide answers to the following questions:

1.4.1 Main question

- What are the management and leadership challenges facing primary school principals in the implementation of IQMS?

1.4.2 Sub-questions

- What are the management and leadership challenges facing principals in the implementation of IQMS at primary school level?
- What are the perceptions of post level one educators regarding the management and leadership challenges facing primary school principal in the implementation of IQMS?
- How can principals be supported to improve the implementation of IQMS in their respective schools?
- What recommendations could be presented to primary school principals in Klein Letaba Circuit to improve the implementation of IQMS?

1.5 Aims and objectives of the study

In view of the above identified main research question and sub-questions, the following aim and objectives of the study were formulated:

1.5.1 Main aim

- The main aim of the research is to identify and investigate the management and leadership challenges facing primary school principals in Klein Letaba Circuit in the implementation of IQMS.

1.5.2 Objectives

The following are the objectives of the study:

- To identify management and leadership challenges facing principals in the implementation of IQMS at primary school level.
- To probe the perceptions of post level 1 educators regarding the management and leadership challenges facing primary school principals in the implementation of IQMS.
- To determine the kind of support that primary school principals need to implement IQMS effectively.
- To present recommendations to improve the implementation of IQMS in primary schools in the Klein Letaba Circuit.

1.6 Demarcation of the study

This particular study was conducted in seven primary schools under Klein Letaba Circuit in the Mopani District of Limpopo Province. The target group consisted of seven principals and seven post level 1 educators attached to selected schools as well as two officials attached to Mopani District IQMS Coordination Unit under the Quality Assurance Sub-Directorate.

1.7 Conclusion

The political transformation in South Africa that culminated in the election of a democratic government in 1994 came with changes to the education system. There have been a number of educational laws and policies introduced to improve the quality of education provided by South African public schools and allow them to compete with the rest of the world.

When IQMS was introduced in schools like any other new programme, principals were expected to ensure that a suitable atmosphere was created for it to be effectively implemented. However this new responsibility has been a difficult task for school principals. Since its inception in 2005, very little progress has been made towards the achievement of set objectives.

The following chapter presents the literature review of the information gathered from different sources, as well as reviews of previous studies in order to highlight important issues relevant to the research.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to present a review of literature on the information gathered from different sources in order to highlight important issues relevant to the research. Bless and Higson-Smith (1995: 22) defines a literature review as a process of reading key background information that has been published and appears to be relevant to the research topic. Holly, Arhar and Kasten (2005: 263) state that by reviewing literature we synthesise multiple dimensions of the topic and deepen our understanding of the context of our own research.

The role of a school principal is dynamic and changing. The demand for the provision of quality education by communities requires more accountability on the part of the principal. He/she is expected to articulate and implement educational programmes in a manner that all stakeholders work together to achieve the educational objectives of the school. This also requires principals to exhibit strong management and leadership skills. The review of literature focuses on the management and leadership theories with regard to the role of the school principal in the implementation of IQMS.

2.2 Management

Smit & Cronje (1997) define management as a process of planning, organising, leading and controlling the resources of an organisation to achieve stated organisational goals as efficiently as possible. It is a process of formulating objectives and acquiring and utilising resources in order to reach objectives. Management of organisations is necessary in order to direct the resources of the organisation towards the effective accomplishment of objectives and to keep the organisation in balance with the environment within which it operates.

Management emphasises on utilising the necessary people, materials and means as effectively as possible in order to achieve certain aims (van der Westhuizen, 2002:

38). Shermerhon (1996: 36) defines an organisation as "a collection of people working together to achieve a common purpose". Therefore schools are referred to as organisations because they consist of people, namely principals, educators, learners and parents who are there for a common purpose. Within a school as an organisation, the principal is a manager who must see to it that people attached to the school work together towards the accomplishment of educational the goals and objectives. This requires principals to have good management skills in order for them to be able to design strategic plans and oversee how these plans are carried out. They should be able to motivate and inspire all stakeholders within the school through their influence, power and authority to work effectively and efficiently for the benefit of the school.

2.3 What is a manager?

A manager is a person who is able to integrate the work of their subordinates through supervision, direct responsibility, co-ordination and facilitation. Principals of schools are referred to as managers since they are responsible for the day to day supervision, co-ordination and facilitation of the educators' work and remain accountable for all the activities that take place at the school. Schools should therefore be managed in a manner that maintains a close balance between the internal and external environment within which they operate. It rests upon the shoulders of principals, as managers of schools, to ensure that there is effective school management so that the educational objectives can be realised.

The manager should be able to utilise the resources at his/her disposal as effectively and efficiently as possible in order to achieve educational objectives. Hoberg (1993: 9) argues that principals in South Africa are expected to manage their schools effectively, although little has been offered to them in terms of appropriate high level management training or even basic management training during their tenure. Instead, the school principal is expected to carry out management tasks within the school as an institution of learning in order to fulfil its educational goals.

2.4 How managers manage

In their daily activities, managers execute certain functions which are grouped into conceptual categories called management tasks or functions. These management tasks or functions carried out by managers are planning, organising, guiding and controlling. However these management tasks require certain qualities, competencies, skills and techniques on the part of school principals if implementation of IQMS is to take place effectively. These tasks are interdependent and are carried out in a consecutive manner in order for the school to achieve a particular purpose. The following discussion will focus on how school principals execute the four management tasks for the effective implementation of IQMS at school level

2.4.1 Planning

Robbins (2000: 137) states that planning encompasses defining an organisation's goals, establishing an overall strategy for achieving those goals and developing a comprehensive hierarchy of plans to integrate and coordinate activities. Planning is a process of deciding what objectives to pursue during a future time period and what to do to achieve those objectives (Rue & Byars, 1992: 150). Planning in organisations is vital since it gives direction, reduces the impact of change, minimises waste and redundancy and sets the standard to facilitate monitoring and evaluation.

When all concerned know where an organisation is going and what they must contribute to reach the objectives, they can begin to coordinate their activities, cooperate with each other and work in teams (Robbins, 2000: 139). Planning as a management task is concerned with deliberately reflecting on the objectives of the organisation, the resources and the activities involved and drawing up the most suitable action plan which will lead to the effective delivery of these objectives. Through effective planning principals are able to decide on the future of the school and create action plans that will be a vehicle through which the educational goals can be achieved.

The successful implementation of IQMS requires a plan that has been integrated into the school's broad plan that will be seen as a reflection of basic policies, rules, strategies, methods, skills and expertise by the principal to achieve and realise educational aims and objectives through people and resources (Teichler, 1982: 42). Effective management of the IQMS implementation at school level requires that principals as leading players of implementation define clearly the roles and responsibilities of each staff member within the school. Principals should consult with the School Management Teams (SMTs), School Development Teams (SDTs) and Development Support Groups (DSGs) when developing IQMS management plans. This will ensure that the IQMS implementation process is effectively co-ordinated within the whole school. Such plans would be a management vehicle through which principals will regularly and systematically monitor and evaluate progress made with regard to the process.

2.4.2 Organising

Organising is the grouping of activities necessary to attain common objectives and the assignment of each grouping to a manager who has the authority necessary to supervise the people performing the activities (Rue et al., 1992: 228). Through effective organising managers are able to establish lines of authority to bring order within the organisation. This, therefore, improves the efficiency and the quality of work. Organising improves communication within the organisation by clearly defining channels of communication amongst members of the organisation.

Koontz and O'Donnell (1964: 214) states that ideally organising is a process by which a manager brings order to chaos, removes conflicts between people over work or responsibility and establishes an environment suitable for teamwork. Organisation is one of the management tasks that school principals have to execute. School principals should refers design a structure which includes the determination of what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom and where in the organisation decisions are to be made (Robbins, 2000: 39).

Organising means organising tasks, creating an organisational structure, delegating and co-ordinating (Allen, 1973: 50). Marx (1981: 235) adds that organising is the management task which deals with arranging activities and resources of the institution by allotting duties, responsibilities and authority to people and divisions and the determination of the relationship between them to promote collaboration and to achieve the objectives of the undertaking as effectively as possible. Through effective organising principals are able to create order in the IQMS planning process and to co-ordinate activities that must be carried out by different people or structures within the school so that goals and objectives can be realised and attained effectively.

2.4.3 Guiding

Guiding may be regarded as the management task which gives direction to the common activity of people to ensure that they execute their tasks to achieve set goals (van der Westhuizen, 1991: 181). Guiding therefore focuses on the interaction between the manager and the employees within the organisation in order to do the job well. Through guiding, managers give their subordinates direction as to where the organisation is going with regard to the attainment of set goals.

In order to get people to voluntarily co-operate in terms of being guided in a particular direction, motivation is necessary. A well motivated staff member will be more willing to work with both his/her manager and colleagues. In this way the organisation will be able to use its resources effectively, since everyone will be willing to complete delegated tasks to achieve the goals of the organisation. In order to successfully guide their subordinates towards achieving common organisational objectives, managers of organisations must be able to build relationships with and amongst employees, motivate employees, and communicate purposefully. School principals are expected to provide professional leadership and direction to his/her staff members when implementing IQMS.

2.4.4 Controlling

This is the final management task or function managers perform discussed here. Control can be described as a management task that embraces all management activities and its aim is to determine whether the activities of the organisation are still in line with the goals of the organisation. Control simply means knowing what is actually happening in comparison to expected standards or objectives (Rue et al., 1992: 458). Control is usually a very sensitive and complex task that requires a manager to balance two major concerns, namely stability and the realisation of objectives within an organisation. To maintain stability requires the manager to be sure that the organisation is operating within its established boundaries of constraints whereas objective realisation requires constant monitoring to ensure that enough progress is being made towards established objectives (Rue et al., 1992: 458).

Control should be carried by managers to ensure that things are going as planned and should there be any deviations from the original plan the manager will be expected to come up with contingency plans in order to get the organisation back on track. Through the process of controlling, school principals will be able to establish and implement mechanisms to ensure that objectives of IQMS are achieved. Principals will also be able to determine where their schools are going in terms of achieving educational objectives of IQMS. Controlling must therefore be an ongoing process. This means that it should be done before, during and after the plan has been implemented. Effective control will assist principals and IQMS structures within the school to implement contingency actions to correct situations before and during the IQMS implementation process as well as to assess if the process was carried out accordingly.

2.5 Management roles

In order to effectively utilise the resources to accomplish organisational objectives, principals as managers have to perform different roles which are organised and determine how they carry out their functions. A role is defined as an organised set of

behaviours belonging to an identifiable job (Rue et al., 1992: 7). In the implementation of IQMS principals have to perform ten different but highly interrelated managerial roles which are grouped into three major themes, namely interpersonal roles, informational roles and decisional roles (Robbins, 1997: 37).

2.5.1 Interpersonal roles

The manager's interpersonal roles, namely figurehead, leader and liaison emanate directly from his or her formal authority and involve basic interpersonal relationships.

- ***Figurehead role:*** Because of the status and authority a school principal possesses, he/she is recognized as the head person who has to carry out certain duties and behave in a certain way. He/she has to be available to outside stakeholders, namely parents, churches, community organisations and community leaders; he/she also has to act as the media spokesperson for the school.
- ***Leader:*** The leader role identifies the education manager's relationship with the staff that works for him/her. The head is responsible for setting the tone of the school and this is dependent upon his/her particular style of leadership.
- ***Liaison role:*** This is where the education manager develops a network of contacts outside the school through which he/she gives and receives useful information. Equally important is the vital network of intercommunication within the school.

2.5.2 Informational roles

- ***Monitoring role:*** The principal is responsible for monitoring the implementation of IQM and is required to set up effective measures to ensure that the objectives of system are achieved. The needs and progress of both staff and learners must be continuously monitored. However the principal should also engage the SMT, SDT and DSG in monitoring the implementation of IQMS. Much of individual or learner monitoring should be delegated to members of staff.

- ***Disseminator role:*** The distribution of information to staff members, learners, parents and departmental officials is the responsibility of the school principal. The principal must ensure that staff members are fully conversant with IQMS local and national developments.

2.5.3 Decision making roles

- ***Entrepreneurial role:*** The principal continually looks for opportunities to develop his/her staff members in particular and the whole school in general. IQMS need resources to be effectively implemented. The principal should develop strategies to raise or generate funds in order to buy resources that are needed.
- ***Disturbance handler:*** The evaluation of educators as one of the activities of IQMS often results in problems between the appraisee and his/her DSG. School principals are expected to create an atmosphere where such problems are resolved amicably.
- ***Resource allocator:*** The allocation of every form of organisational resource, whether finance, time, equipment or manpower is the responsibility of the school principal. The principal should ensure that resources are allocated for the effective implementation of IQMS.
- ***Negotiator role:*** The principal should possess good negotiation skills to solve problems or conflicts between different interest groups. He/she should act as a mediator between two fighting parties and be able to resolve any disputes that are likely to derail the achievement of IQMS objectives.

2.6 Leadership

According to Lussier (2000: 452) leadership can be defined as a process of influencing employees to work towards the achievement of organisational objectives. Through effective leadership, school principals are able to align and direct the behaviours of individual educators or a group of educators to willingly and enthusiastically direct their efforts and abilities towards attaining defined educational goals. Schools as organisations need skilful leaders who will give

employees direction by providing formal leadership. As the *de facto* leader of a school, the principal should be competent in influencing and motivating his/her subordinates, giving orders, managing conflict and communicating with subordinates, supervising their work, taking steps to improve their performance and ensuring discipline. This implies that principals should be able to influence and direct the behaviour of their staff so that they can work willingly in pursuance of the goals and objectives of the school.

From the above discussion it can be deduced that the process of effective leadership should result in the determination of organisational objectives and strategies; and entails building consensus around those objectives through aligning and directing the behaviours of those attached to the organisation. As the main drivers of IQMS implementation at school level, principals are expected to lead the school through exercising authority and power.

2.6.1 Authority

Authority is the right to make decisions, issue orders and use resources in a responsible manner to achieve organisational objectives (Lussier, 1999: 187). Authority is a function of position in the organisational hierarchy (Rue et al., 1992: 379). As representatives of the Department of Education in schools, principals have the authority to ensure that everybody work as a team to attain the educational objectives of the school. Authority entails having the right to perform certain action according to specific guidelines, the right to say who must do what, the right to expect people to do their duty and to punish failure and negligence (Brevis, Vrba & de Klerk, 1997: 281)

In exercising their authority the principal should delegate authority and responsibility to his/her staff members to perform certain activities. The Collective Agreement on IQMS requires that schools elect SDTs and DSGs that will together with SMTs assist the principal in IQMS implementation. The formation of these committees should be seen as an extension of the authority of the principal through delegating some of the activities to these committees so that they too will be

responsible for IQMS implementation. Such delegation should be accompanied by accountability to the principal.

2.6.2 Power

Power refers to the ability of the leader to influence the behaviour of others without necessarily using his/her authority (Brevis et al., 1997: 280). This is supported by Robbins (1984) who defines power as the ability of the principal to influence his staff members to work towards the achievement of educational objectives. As leaders, principals should not use power to manipulate their staff members. Principals should use power to positively influence and direct the behaviour of their staff members towards the productive attainment of the goals and objectives of IQMS.

Power is the capacity of the principals to positively influence and direct the behaviour of their staff members. Lussier (2000: 302) identifies the different forms of power as follows:

- ***Legitimate power****:* This refers to the authority granted to the principal to compel his/her staff members to execute their duties as prescribed.
- ***Power of reward:*** Principals have the power to reward his/her staff members for successfully completing delegated tasks.
- ***Coercive power***: Principals have power to force others to complete delegated tasks. Disciplinary measures may be used.
- ***Referent power***: Principals as leaders of schools should lead by example so that their staff members will emulate their actions.
- ***Expert power****:* A leader with expert power is the one who possesses knowledge and expertise that staff members need in order to do their work effectively.

Authority and power are critical in leadership. As leaders of schools, principals are expected to influence and motivate their staff members, issue orders, manage conflicts, communicate with their subordinates, supervise their work and take steps to improve their performance and maintain discipline. In doing this the principal

would be exercising authority and power to direct the efforts of their subordinates so that they willingly and enthusiastically work towards the attainment of IQMS objectives.

2.7 Leadership roles

Principals as leaders are responsible for giving direction to people attached to their particular schools through motivation, communication (Robbins, 2000: 39), co-ordination, managing resources, managing change, and monitoring and evaluation and building a healthy organisational culture. The following discussion focuses on how principals can be able to implement IQMS through the execution of these roles.

2.7.1 Motivation

Motivation is a leadership role which principals should do if they are serious about pursuing the success of their schools. Swanepoel (1998: 340) states that a central attribute of good management is the ability to create an environment in which people are motivated to act in a goal-directed way. Robbins (2000: 407) defines motivation as the willingness to exert a persistent and high level of effort towards organisational goals, conditioned by the effort's ability to satisfy some individual needs which are compatible and consistent with the goals and objectives of the organisation. Mason (2004: 41) states that motivation should be understood as a management strategy to persuade people within the school to change, to release their potential and to bring out the best in them to improve teaching and learning for the benefit of both the individual and the school.

According to Daft (2001: 275) motivation refers to forces, either internal or external to a person, that arouse enthusiasm and persistence to pursue a certain course of action. Principals should be able to motivate their subordinates so as to channel and align their behaviours toward the accomplishment of the educational objectives. The ability to deal with change within schools is one of the responsibilities of principals to generate highly energised behaviour amongst staff members. Successful

motivation creates stability within schools during turbulent times of change and reassures employees that they will have the energy to overcome obstacles.

A highly motivated workforce is able to be more productive thereby increasing the performance of the organisation. Generally motivated employees will try harder to do a good job compared with someone who is not motivated (Lussier, 1999: 423). Through motivation and inspiration principals will be able to instil in their subordinates confidence and a sense of belonging, recognition and self esteem. They will feel appreciated and as part of the whole process of IQMS. When educators are and recognised for their good work, they get a sense of accomplishment and feel like they belong to an organisation that cares for them.

2.7.2 Communication

Communication is a process by which information and understanding are transferred between a sender and a receiver, such as between a leader and an employee (Daft, 2001: 317). Principals as leaders should be able to communicate with all stakeholders in such a way that they are influenced and motivated to perform actions that further common goals and lead toward desired outcomes. There are different forms through which leaders in organisations communicate with their subordinates and other stakeholders attached to the organisation. These forms range from face to face content involving body language to written communication in the form of memos, letter and reports. Effective leaders should be able to communicate the vision of the organisation rather than facts and pieces of information and also develop a shared culture and set of core values that can lead to the desired future state of the organisation.

Communication is an integral part of all management tasks of school principals. In executing their management tasks, the principals have to communicate with subordinates. The idea of getting people moving in the same direction appears to be an organisational challenge to most principals who are sometimes good managers but ineffective leaders (Kotter, 2001: 7). A principal who possesses good communication skills will succeed in building trust and commitment among his/her subordinates. Lester and John (1990: 290) define communication as a process of

passing information and understanding from one person to another. Verbal and non-verbal interactions pervade virtually all aspects of schools (Hoy and Miskel, 1996: 414). It is therefore the responsibility of the principal to ensure that there is effective communication within the school through well established communication channels and a suitable atmosphere for everyone in the school to communicate freely. Effective communication during times of uncertainty helps bring stability to an organisation. When the supervisor tries to build a winning team or when employees' future in the organisation is uncertain because of organisational reforms or threatened retrenchments, good communication becomes crucial.

2.7.2.1 Open communication

Open communication is about creating an environment for information to be cascaded across functional and hierarchical levels of an organisation. This enables leaders to convey a stronger awareness of and commitment to the organisational vision, goals and values. Open communication builds trust, which is an essential element in effective leader-follower relationships because it inspires collaboration and commitment to common goals (Daft, 2001: 320). It fosters productive interaction among all stakeholders.

Open communication is a very important component of every principal daily activities. Everything the principal does, be it planning, organising, guiding or controlling requires to be openly communicated to all people attached to the school. When objectives are set in the IQMS planning process or activities are assigned to educators there should be open communication. Through an open communication environment principals are able to make their subordinates understand how their actions or behaviours interact with and affect others within the school. This will make them more effective and highly motivated followers to achieve goals.

As leaders and managers of schools, principals must communicate clearly to maximise their potential. They should be able to accurately state what they require and motivate others to co-operate and be committed to their work. Effective communication will enable them to sustain a healthy school culture, build positive working relationships and reduce the potential of conflicts.

2.7.3 Co-ordination

As schools adapt to new educational reforms that are introduced by the department of education in order to improve the quality of education provided by South African schools, the principal's role of co-ordinating the activities that take place in the school becomes crucial. Co-ordination is at the centre of all the management tasks that principals execute on a daily basis. It is therefore required for proper and effective implementation of IQMS in schools. Co-ordination as a management task requires the principal to bring harmony within the school in order to facilitate the achievement of goals through the integration of diverse activities carried out by structures within the school.

Co-ordination means that structures and individuals within the school should work together to accomplish its educational objectives and plans (Lussier, 2000: 185). The implementation of IQMS requires that principals establish structures within their schools that will play significant roles in the process. These structures are the SMT, SDT and DSG. School principals should be able to allocate responsibilities to each of the structures in terms of Collective Agreement Number 8 of 2003 and also integrate the activities of these structures in order to meet objectives. This requires principals to exercise effective leadership and team effort and to manage resources effectively and communicate well with structures and individual educators responsible for IQMS implementation.

From the above it can be deduced that through co-ordination, the principal is able to harmonise the work performed by individual educators and structures responsible for the implementation of IQMS. In this way he/she will obtain good co-operation from all stakeholders involved in order to achieve the objectives of IQMS in the most efficient way. The inability of principals to carry out co-ordination effectively, often leads to loss of time and resources which could impact negatively on the implementation of IQMS in schools.

2.7.4 Managing resources

According to Caldwell and Spinks (1998: 4), resources refer to knowledge, technology, power, material, people, time, information and finance. Schools as organisations need adequate resources in order to reach their organisational goals and objectives. School principals are responsible for achieving educational objectives through efficient and effective utilisation of resources (Lussier, 1999: 6). In order for IQMS to be effectively implemented it needs principals to possess effective resource management skills. Resources that school managers should manage include human, financial, physical, and informational.

- ***Human resources*** are the employees within schools who are the pillars to drive processes to achieve its vision. It therefore important for the manager to ensure that the organisation has the best staff who are well looked after and trained to utilise the organisation's other resources effectively. School principals have educators, parents, learners and administration staff as their human resources who are the school's valuable assets and who the principal must manage and lead for them to be able assist in the implementation of IQMS.
- ***Financial resources*** refer to the funds available in the school. The principal must ensure that the school funds are spent as per the agreed budget. The School Governing Body must ensure that the funds of the school are used to procure resources that will enhance teaching and learning at the school.
- ***Physical resources*** refer to the buildings, facilities and equipment that are available within the school. The school budget should make provision to ensure that physical resources are available. In situations where the school budget cannot meet the physical needs of the school, the Department of Education should assist.
- ***Information resources*** refer to those resources that provide information to the school. Sharing information with staff members will influence the principal's success (Lussier, 1999: 6).

The level of school performance in pursuing educational objectives can be attributed to how effectively principals manage resources described above. Schools may not

have all the resources needed to effectively achieve objectives, but principals are expected to turn schools into centres of excellence with the inadequate resources that they have at their disposal.

2.7.5 Managing change

By their nature schools as organisations have interactive relationships with both internal and external environments. These environments are constantly changing. Therefore change within schools is inevitable. According to Kimbrough and Burkett (1990: 131) change is a process of altering the status quo by influencing or modifying the functions, structure, technology or purpose of the organisation. It is therefore crucial for any type of change that happens within a school to be well communicated between the principal and their subordinates so that everyone understands what the change is all about and what role they are expected to play in the change process.

According to Denton and Vloeberghs (2003: 85), the world presents a continually changing environment. Managing change requires thoughtful planning and sensitive implementation and must be done through consultation and involvement of all people that are affected by these changes. The transformation that has been going on within the education system since 1994 means that change within schools has become an inevitable part of the education system.

In the context of educational management, change means that school principals are exposed to new controls and regulations, growth, increasing competition, technological developments and changes in the workplace (Kotter & Schlesinger, 1979: 106). The introduction of new legislation and programmes within the education system compels principals to continuously redesign the structure and procedures of the schools, redefine priorities and redeploy resources to achieve objectives (Beckhard & Harris, 1987: 30).

The introduction of IQMS about brought a paradigm shift in the manner in which educator and school performance are to be monitored and evaluated. In most cases change is characterised by uncertainty, so principals have to instil stability and

confidence within their staff members using the management tools and technique described above. School principals are key figures ultimately responsible for all the activities that take place within the school; they are the school's agents of change. As leaders and managers of change, the successes and failures of the school with regard to change implementation to a great extent depends on the leadership of principals. They have a crucial role to play in ensuring that all people within and outside the school understand why change should take place so that they can assist the principals in implementing the change process. Each stakeholder should be adequately informed about the reasons for any change process so that understanding is created throughout all levels of the organisation.

Change can be a traumatic process for both principals and educators. It can lead to problems including resistance to change, low stability and high levels of stress, misdirected energy and conflict (Amstrong, 1994: 47). It is important that principals recognise that the successful implementation of IQMS does not lie in him/her alone. Effective implementation of the change process is a collaborated effort that requires the active involvement of all staff members at each and every stage of the process (Garrett, 1997: 102). The ELRC (2003) spells out clearly that schools need to establish well functioning SMTs, SDTs and DSGs amongst educators in order to assist the principal in the effective implementation of IQMS. Each of these structures has its own function that has to be carried out in the implementation of IQMS.

2.7.6 Monitoring and evaluation

Monitoring entails the systematic collection of information throughout the implementation process about the appropriateness of implementation goals, the extent to which goals are being achieved and to determine what further action need to be taken (Mathula, 2004: 20). Evaluation on the other hand can be defined as a time-bound and period exercise that seeks to provide valuable information regarding how projects, programmes and/or policies were implemented. The difference between the two is that monitoring is a continuous process that involves the collection, analysing and reporting of data on inputs, activities, outputs, outcomes and impacts of a programme that is under implementation whereas

evaluation is a time-bound and periodic exercise that is carried out at the end of a project, programme and/or policy implementation.

Monitoring and evaluation is a leadership and management process that can be successfully integrated into the IQMS implementation processes. This should be done in order to measure progress made and problems encountered so that a continuous change in activities can be introduced with a view of improving the effectiveness of the system. Through the process of monitoring and evaluation principals will make sure progress with regard to the IQMS management plan is regularly and systematically reviewed. This will give an indication of the progress being made and a commitment of everybody involved.

2.7.7 Organisational culture

According to Robbins (2000: 340), organisational culture refers to a system of shared meaning held by members that distinguishes the organisation from other organisations and represent a common understanding amongst employees within the organisation. In the context of a school, organisational culture could mean a shared philosophy consisting of rules, norms, values, beliefs and discipline which determine the behaviour of those in the school (Sergiovanni and Starratt, 1988: 105). According to a study by Purkey and Smith (1983: 427) on effective schools, the important characteristics for sustaining a productive school culture in a learning organisation are founded on collaborative planning and collegial relationships, a sense of community, clear goals and high expectations of academic success.

Mentz (1990: 80) defines organisational culture as all convictions, values and norms common to those involved in the school and which serve as a motivation for their behaviour. Mentz (1990: 86) typifies organisational culture as:

- A set of common assumptions, meanings and values which influence behaviour
- Providing a background for a cognitive framework for those involved
- A set of common expectations
- Manifesting in certain traditions
- Being unique to a certain school or organisation

These convictions, values and norms are expressed in symbols and customs. A well established organisational culture is needed in schools since it determines the successful accomplishment of educational outcomes. When educators, learners and parents identify themselves with the organisational culture of their school, it will have a positive impact on that school's academic, sporting and cultural achievements. Therefore, the school principals should ensure that a healthy school culture is created and maintained since this will have an influence on their management style. The way in which the principal makes decisions, plans and solves problems, determines the quality of organisational culture in their school (Pellicier, Anderson, Keefe, Kelley, & McCleary, 1990: 20).

2.7.7.1 The significance of school culture

The educational transformation that is currently taking place poses a challenge for principals since they are expected to create a healthy organisational culture and foster a climate conducive to change in their schools. As difficult as it may be principals should strive to create a healthy organisational culture in their schools in order to enhance the school's performance in the academic, sports and cultural activities. According to Levine (1989: 188), the ability to communicate, especially to listen attentively, is a strong element in establishing a healthy organisational culture that plays a significant role in the effective management of the school by the principal.

Effective school culture should look into the importance that is attached to the development of people within the school and norms, values and beliefs that reinforce development of educators and learners in particular and the advancement of the historically disadvantaged communities in particular. School culture affects productivity therefore it should give employees a sense of belonging to the school, a commitment to school values and ways of doing things. Principals who succeed in developing strong healthy organisational cultures stand a better chance of instilling in their subordinates the spirit of team work, collaboration and mutual trust. This will translate into an environment where employees share ideas and are creative and generous with their knowledge, skills and talents.

It is very important for principals to be aware that school culture can have bad and good implications. The positive aspect can be found in the dynamic power which it gives the school and the stable practices whereby security and a sense of belonging to all stakeholders of the school is increased. However school culture can develop a prescriptive character due to certain practices becoming outdated. School principals should strive to establish a culture that development, safety and security of the people attached to the school. Such culture should allow space for rejuvenation.

2.8 Leadership styles

Leadership styles are the combination of traits, skills and behaviours leaders use to interact with employees (Lussier, 1999: 456). There are different styles of leadership which principals can use to influence their subordinates in order to influence them to work towards attaining the educational objectives of the school.

2.8.1 Autocratic Leadership

This is a leadership style requires the principal to employ a top-down approach and their alone determines the policy and how it will be implemented in their school. It is a leader-centred approach where the principal alone makes decisions that affect the whole organisation. They take full responsibility for the decisions made and ensure that set goals are attained (van der Westhuizen, 1991: 190). According to Daft (2000), an autocratic leader is one who tends to centralise authority, derives power from their dominant position, and who controls by means of reward and coercion.

This type of leadership style can be beneficial to a school in that it responds quickly in addressing the needs of the school because it offers little room for what these leaders see as tedious debates and consultation processes. This leadership approach can be very quick to respond to emergent situations. However, the autocratic approach can be detrimental to the long-term performance of the organisation. An autocratic leader imposes their decisions upon subordinates without giving them chance to be part of the decision-making process. This could culminate in a workforce that is de-moralised and un-motivated because they feel that they are not

being part of the organisation. They show no initiative and tend to feel unimportant (Booyens, 2002: 155).

2.8.2 Laissez-faire Leadership

This is an individual-centred approach where the leader does not exercise full control over his/her subordinates. This type of a leader does not make his/her presence felt around his/her subordinates. Staff members have the autonomy to make individual or group decisions without necessarily having to consult principal. In other words, the situation created by this type of leadership is one in which an individual feels trusted and able to decide for himself or herself (Noe, 2008: 10).

The downside of this leadership style the principal may fail to provide direction, which then results in a passive approach to leadership (Booyens, 2002: 156). The minimal involvement of the principal in the work done by his/her subordinates can impact negatively on the performance of the school. Subordinates come to the school with different individual interests some of which are in conflict with the objectives of the organisation. The application of this kind of a leadership approach, might lead subordinates in taking individual or group decisions without aligning them towards the attainment of the objectives of the school. However this leadership style when used appropriately can create a situation where individual staff members feel trusted by the principal since they are allowed to make their own decisions.

2.8.3 Democratic leadership

This type of leadership involves the staff by means of mutual consultation in decision making. It is characterised by transparency, trust and open communication. Unlike the autocratic leadership approach where decisions are made by the leader alone, decisions are made collectively and the leader plays an active role in the process. This style of leadership is transformational in nature and it allows stakeholders within the organisation to air their views and to take decisions freely in the meetings (Noe, 2008: 10).

A democratic leader should be considerate and sensitive to the needs of subordinates. This means that the leader shows appreciation for what others do successfully and encourages efforts from team members which can lead to the attainment of organisational goals (Noe, 2008: 11). This will result in the establishment of mutual trust and the creation of positive interpersonal relationships. "By spending time getting people's ideas and buy in, the democratic leader builds trust, respect and commitment" (Fatyi, 2006: 18).

This leadership style offers opportunities for original and creative contributions by staff members, and in this way contribute to attaining goals. Subordinates have the autonomy to interact freely during meetings and are also free to choose additional tasks to assist their leaders in the effective execution of their functions within the organisation. Because the leader supports participation from colleagues, this provides the freedom to choose actions and interactions that facilitate work as the leader is also strongly influenced by the colleagues he or she works with (Booyens, 2002: 146)

School principals should be able to apply the different leadership styles that have been identified above because all of them are necessary in different circumstances and at different times. This requires a skilful principal who attentive and open-minded to different situations as they unfold. The effectiveness of each style depends on the type of situation that principals are confronted with. In other words, each style should be applied to a specific situation to achieve better results. A principal who is rigid and sticks to only one leadership style will not be able to provide alignment and direction to the behaviours of their subordinates and as such the educational objectives will be compromised. Principals as leaders should be flexible in such a way that people and the situation are utilised effectively to achieve educational objectives.

2.9 Contemporary leadership theories

In order to understand the concept of leadership, there should be a paradigm shift from the traditional to the contemporary school of leadership which attempts to

combine aspects like personal characteristics, goal attainment, contingencies, situations, style amongst others. According to Hoberg (1993: 65), the principal occupies a unique leadership position and exercises influence in structural, operational and instructional matters in the school. For effectiveness and improvement to be realised, the principal should provide the following types of leadership, namely instructional, charismatic and transformational leadership.

2.9.1 An instructional leader

According to Hoy et al (2005: 40), instructional leadership encompasses those actions the principal takes or delegates to others in order to promote growth. As an instructional leader the principal has a duty to supervise their subordinates to ensure that they are doing what is expected of them. Burke and Krey (2002:20) define supervision as an instructional leadership task that relates to behaviour, focuses on purposes, contributes to and supports organisational actions, coordinates interactions, provides for improvement and maintenance of the instructional programme and assesses goal achievement. In providing instructional leadership, the principal should supervise and lead the SMT, SDT and DSG in carrying out their roles with regard to IQMS implementation.

2.9.2 Charismatic leader

Charismatic leaders are able to create an atmosphere of change, articulate an idealised vision of the future and communicate clearly to influence others (Daft, 2001: 150). They provide an environment full of energy and positive reinforcement that inspire others and encourage them to do their best. They also have good communication skills which enable them to clearly define channels of communication among members of the organisation. It is imperative for all stakeholders involved in the implementation of IQMS, directly or indirectly to understand what this system is all about and what roles are they expected to play in the process. Through effective communication, this kind of a leader can be able to achieve this.

2.9.3. A Transformational Leader

Transformational leaders are ones who guide or motivate their followers in the direction of established goals by clarifying role and task requirements. Such leaders pay attention to the concerns and developmental needs of individual employees; Transformational leadership is based largely on a leader's personal qualities and can impact on subordinates in a positive way.

Transformational leaders have the ability to lead changes in the organisation's vision, strategy and culture as well as to promote innovation in products and technologies (Daft, 2001: 148). By expressing their personal standards, transformational leaders are able to both unite followers and change their goals and beliefs in a way that produces higher levels of performance (Kuhnert & Lewis, 1987: 648). Motivation is one of the key strategies that can be used by transformational leaders to influence their followers to espouse change and for them to be more willing to transcend their own immediate interests for the purpose of achieving organisational goals and objectives.

It is therefore expected of principals as transformational leaders to define the need for change, by helping to create a new vision and promote commitment to that vision and concentrate on long term goals and inspiring their followers. Principals should be able to instil in their subordinates a sense of ownership of the school and belonging to a family that share same vision, values, interests and ethics.

2.10 Conclusion

The review of literature presented a discussion of the concepts and theoretical underpinnings of what is entailed in management and leadership in organisations. It provided insights into the roles of principals as managers and leaders of schools in ensuring that educational programmes like IQMS are effectively implemented. The review also presented different leadership styles and theories in order to expand the focus of the research.

Principals play a critical role both as manager and leaders of schools. As managers they are responsible for the day-to-day planning, organising, guiding and controlling functions of the school. In order for principals to execute the identified management tasks, they should possess specific qualities, competencies, skills and techniques because they are expected to carry out the tasks as effectively and efficiently as possible achieve the objectives of IQMS. In addition to their execution of different management tasks, principals also perform different management roles which represent the management tasks as an integrated whole and the organised set of expectations which determine how their office should function.

Authority and power are the two important elements of leadership which principals can use to provide direction to their subordinates within the school. This can be achieved through effective motivation, coordination, managing change and resources and building a healthy organisational structure. Central to all these roles and responsibilities is effective communication. Principals as leaders are expected to effectively communicate with their in such a way that they are influenced and motivated to work with determination and commitment towards achieving the objectives of IQMS.

The next chapter presents the research methodology including the research design, population, sampling, data collection, and data analysis. Validity and reliability, triangulation, significance of the study, limitations and ethical considerations will also be discussed.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this research is to investigate and identify management and leadership challenges that are faced by primary school principals in the implementation of IQMS and how management and leadership impact on the implementation of IQMS at primary school level. Furthermore the research aims to identify the roles and perceptions of other stakeholders in the implementation process of IQMS. The research will try to identify ways in which primary school principals can ensure that IQMS is effectively implemented.

3.2 Research method

Leedy and Ormrod (2001: 91) define a research design as the complete strategy of attack on the central research problem which provides the overall structure for the procedures that the researcher follows, the data that the researcher collects, and the data analyses that the researcher conducts. The concept Research method refers to a range of approaches used in research to gather data which are to be used as a basis for inference and interpretation and for explanation and prediction (Cohen and Manion, 1980: 41).

In conducting their research, researchers use either qualitative or quantitative research approaches or both in order to collect and present data in their studies. Mothata (2000: 136) describes qualitative research as a research technique used to collect and present data in the form of words. For the purpose of identifying and investigating the management and leadership challenges facing primary school principals in implementing IQMS, a qualitative approach using a phenomenological method was used. This provided the researcher with an opportunity to understand data in a particular context and to collect and present this data in the form of words.

3.2.1 Qualitative research

For the purpose of this study a qualitative research method has been used by the researcher in order to interpret "the perceived presence of behaviour and to know the meaning of events for those who experience them" (Leedy, 1993:141). Through the use of qualitative interviews the researcher is able to collect data that is rich in details about people, places and conservations. According to Bazeley (2007: 2), qualitative approaches are chosen in situations where a detailed understanding of a process or experience is wanted, where more information is needed to determine the exact nature of the issues being investigated or where the only information available is in non-numeric form.

Qualitative approach was used in the study in order for the researcher to have a deeper understanding about the phenomenon under investigation. It also allowed the researcher to provide a rich analysis of the management and leadership challenges facing primary school principals in the implementation of IQMS. Through the use of qualitative semi-structured interviews, the researcher was able to probe the circumstances under which IQMS is being implemented at primary schools through the perceptions of the respondents. This method gave the researcher an opportunity to interact directly with the selected respondents, including observation whilst they were giving an account of their experiences in managing the implementation of IQMS. The researcher was able to determine the extent to which the participants understand the management and leadership role that principals have to play in the implementation of the Integrated Quality Management System (IQMS) in their schools.

There are five common qualitative methods, namely case study, ethnography, phenomenological study, grounded theory study and content analysis. In this study a phenomenological method was used.

3.2.2 Phenomenological study

Leedy and Ormrod (2001: 153) define a phenomenological study as a study that attempts to understand people's perceptions, perspectives and understandings of a

particular situation. In order to understand and interpret the management and leadership challenges facing principals of primary schools under Klein Letaba Circuit in implementing IQMS, a phenomenological study was conducted. The researcher used in-depth semi-structured questions with sixteen participants who have had a direct experience with the phenomenon that was studied. Through observation made during interviews and by analysing IQMS documents of each sampled school, the challenges facing principals of primary schools under Klein Letaba Circuit regarding the implementation of IQMS were identified.

3.3 Population and sampling

3.3.1 Population

A population refers to the collection of elements about which one wishes to make inferences (Cooper and Schindler, 2001:163). The research population consisted of seven primary school principals, seven post level one educators and two district officials from the District IQMS Unit. The seven schools from where the principals and post level one educators come fall under Klein Letaba Circuit. The Circuit consists of eighteen (18) primary schools, but only seven (7) schools were selected to be part of the study. The sixteen (16) respondents were selected using quota sampling technique from a group of people with valuable experience regarding the implementation of IQMS in schools.

3.3.2 Sampling

After developing the research problem, the researcher identified the sources of the phenomenon being studied and from these sources the researcher was able to further identify individuals who were willing to participate in the study. This is referred to as sampling. Bless and Higson-Smith (1995: 85) states that sampling is a technical accounting process of rationalising the collection of information and choosing in a restricted way set of objects, persons and events from which the actual information will be drawn. According to Cooper et al (2001: 179), the basic idea of

sampling is that by selecting some of the elements in a population one can draw conclusions about the entire population.

For qualitative researchers: "it is their relevance to the research topic rather than their representativeness which determines the way in which the people to be studied are selected" (Flick, 1998: 41). In order for the researcher to be able to select a sample from a heterogeneous population for inclusion in the study a non-probability sampling methods, namely quota sampling was used. Neuman (2006: 221) defines quota sampling as a non-random sampling technique in which the researcher first identifies general categories into which people will be selected and the researcher also selects cases to reach a predetermined number of cases in each category. In selecting respondents the researcher firstly identified categories of people and then decided how many to get in each category in terms of gender, age and work experience.

After carrying out the sampling process, the respondents were identified as follows:

> ***Principals:*** Three male and four female principals representing seven primary schools were selected to form part of the research population. Their ages ranged between forty and fifty-nine years. Their experience as principals ranged between four and thirty years.
>
> ***Post level 1 educators:*** One educator from each sampled school was selected to be part of the research population. This means that a total of seven educators were selected, four females and three males. Their ages ranged between 37 and 55 years. Their teaching experience ranged between 14 and 30 years.
>
> ***Two District Officials:*** Two district officials, a male and a female from the IQMS Coordination Unit were also included in the research population. Their ages ranged between 43 and 48 and their work experience as IQMS coordinators between 3 and 5 years. They are members of a team that co-ordinates the implementation of IQMS in the Mopani District under the Quality Assurance Sub-Directorate.

3.3.2.1 Rationale for the sample

The researcher applied quota sampling in identifying the participants that formed part of the study. Using this method the researcher was able to select seven primary schools principals, seven post level one educators and two District IQMS Coordinators as the sample population. The respondents were selected from identified categories in terms of gender, age and work experiences. Due to the different organisational culture and climate that exist between primary and secondary schools, the researcher excluded secondary schools from the study. All primary schools in the Klein Letaba Circuit have been classified as 'no-fee schools' because they all serve communities where the majority of the parents are unemployed. Therefore the socio-economic contexts are the same. The use of quota sampling enabled the researcher to select participants according to criteria relevant to the particular research question.

3.3.2.2 Steps taken to carry out the research

Before carrying out the research, the researcher ensured that the following were taken care of:

- Permission to carry out the study was sought from the District Senior Manager of the district which the identified schools form part
- Principals and CS1 educators from selected schools as well as departmental officials attached to the District Coordination Unit of IQMS were asked to form part of the study
- Participants signed an informed consent form as a means to ensure that they really understood the reason for them to participate in the study
- The nature and purpose of the study were explained to all participants beforehand
- A document analysis of IQMS policy instrument and IQMS Management Plans, School Improvement Plans (SIPs), School Development Plans (SDPs) and IQMS evaluation reports of the seven selected schools was conducted

3.4 Data collection

Qualitative studies typically use multiple forms of evidence and there is no statistical test of significance for results (Elliot and Gillie, 1998: 221). After identifying the research design and methodology, considering issues related to validity and reliability and addressing the ethical implications of a project, the researcher must also make decisions about how to acquire and interpret data necessary for resolving the overall research problem (Leedy, 2005: 111). Therefore the purpose of this section is to delineate the data collection process that was used. Data from both primary and secondary sources were collected for this study.

3.4.1 Primary sources

Primary data in qualitative research can be collected from different sources, namely interviews, focus groups, questionnaires, observation, case studies and records. Primary data was collected through the use of semi-structured interviews and observation. According to Kobola (2007: 66), interviews enable the researcher to probe responses, raise follow-up questions, clarify and elaborate. In-depth individual semi-structured interviews were conducted with seven principals and seven post level one educators from seven primary schools under Klein Letaba Circuit in the Mopani District of the Limpopo Provincial Department of Education.

In order to verify and extend information received from primary school principals and educators, interviews with two departmental officials attached to the District Coordination Unit of IQMS were also conducted. During the interviews the responses of all participants were recorded in field notes.

3.4.1.1 Semi-structured interviews

The semi-structured interviews created a direct interaction between the interviewer and interviewee. It contributed in establishing a relationship of trust between the interviewer and interviewee. According to Cohen & Manion (1996: 271) the research

interview is a conversation initiated by the interviewer with the aim of obtaining information relevant to the research from the interviewee(s).

In-depth semi-structured interviews formed the essence of the study. Before any interview could be conducted, the researcher obtained permission from the Mopani District Senior Manager (DSM) since Klein Letaba Circuit of schools and the IQMS Coordination Unit where respondents are attached to, fall under her jurisdiction. The DSM granted the permission on condition that all interviews were to be conducted after working hours.

Individual semi-structured interviews were conducted with a total of sixteen respondents. All individual interviews with the respondents were conducted after working hours to avoid the researcher conflicting with their work. Interviews were scheduled on different dates and times that were convenient to the respondents. The interview consisted of open-ended questions which provided respondents with more opportunity for creativity and self expression.

All participants were not willing to be recorded and the researcher had to write everything the participants said and later arranged the information provided into written texts.

3.4.1.2 Observation

Observation was used by the researcher as another method of collecting data on the actual behaviour of the respondents during the interview. The reason for including observations in the study was because of a need to establish correspondence between what the interviewee said and the stressed expressions with repeated emphasis (Noe, 2008:49). Bailey (1987) describes observation as the primary technique for collecting data of a non-verbal behaviour. Observation is an active process that includes non-verbal facial expressions, gestures, tone of the voice, body movements and other unverbalised social interactions that suggest the subtle meanings of language (McMillan & Schumacher, 2001:439).

3.4.2. Secondary sources

According to Merriam (2002) secondary data refers to the information on the phenomenon experienced by those who have not directly experienced the phenomenon. Secondary data was collected from sources that have already been published in order to enhance validity of the research results. Documents were consulted as an additional form of data collection to compliment the interviews

3.4.2.1 Document analysis

Document analysis of secondary sources also formed part of the data collection process. Document analysis provided the researcher with an internal perspective and understanding of how IQMS was being managed and led by principals in the selected schools. The following documents from each selected school were analysed:

- IQMS Management Plan
- School Improvement Plan (SIP)
- School Development Plans (SDP) and
- IQMS evaluation reports.

The IQMS Collective Agreement (No. 8 of 2003) was also analysed. Analysing this document gave the researcher an opportunity to do a baseline study on how selected schools were implementing IQMS. The researcher was then able to form the basis upon which the interviews were conducted.

3.5 Analysis of Data

According to Hoberg (1999: 131), qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns among the categories. Imenda and Muyangwa (2000: 92) are of the opinion that once data have been collected the researcher is faced with the task of going through all the information collected and organising it according to the research questions and objectives of the study.

Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques (Kobola, 2007: 66). It involves reducing raw information, shifting significance from trivia, identifying fundamental patterns and constructing a theoretical framework for communicating the essence of what the data reveals (Noe, 2008: 53). Data relevant to the research question was analysed.

Data analysis in qualitative research is an activity that continues throughout the research process and not a procedure carried out at the end of the research. In order to identify relevant and underlying issues, data analysis took place concurrently with the data collection process. This was also done to save the researcher from being overwhelmed by data during the data collection process. In other words, the researcher incorporated continuous data analysis to focus mainly on identifying relevant issues during the interviews and to refine the findings.

3.5.1 Coding of data

Analysis of data in qualitative research is done to determine categories, relationships and assumptions that inform the respondents' view of the world in general and of the topic in particular. Data coding has an important role in qualitative analysis since it involves subdividing the data in order to find commonalities and differences in the respondents' responses. In coding the data, the researcher followed the following steps:

- ***Step 1: Coding the data*****:** The researcher went through the collected data to identify issues relevant to the research question without bringing in extra knowledge or assumptions that seem also relevant to the research.
- ***Step 2: Developing themes from the data:*** The data was then categorised according to the research questions. Responses that were not significant were discarded.
- ***Step 3: Developing a conceptual schema from data:*** The researcher developed a conceptual schema in order to tie the data together to be able to respond to the research question in a more coherent way.

- ***Step 4: Writing up the analysis:*** The researcher organised the data in an order that talked to the research question. Analysed data was then presented in a written form using relevant theory and literature.

3.6 Validity and reliability

The quality of the research results can be attributed among others to the reliability and validity of the research instrument as well as sampling. Reliability and validity work interdependently in order for the research to produce consistent and dependable outcomes. Reliability in qualitative research refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of participant's meaning from the data (McMillan & Schumacher, 2001: 181). Qualitative researchers commonly use a combination of strategies to enhance reliability in data collection (McMillan & Schumacher, 1997: 404-406)

Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie, 1994: 12). Validity in data is only useful if it actually measures what it is suppose to measure. McMillan and Schumacher (2001: 167), add that the validity of qualitative design is the degree to which the interpretations and concepts have mutual meaning between the participants and the researcher. In order to increase the validity of the research, the researcher:

- Used different data collection and analysis techniques
- Applied respondent validation where the researcher took conclusions back to the participants in the study and checked if they agree with his/her conclusions (Leedy et al, 2001: 106)
- Used a language with which the participants were familiar
- All IQMS documents available in the selected schools and the IQMS Collective Agreement No.8 of 2003 were analysed to form a basis for the study.

Validity in this qualitative research design enabled the researcher to establish mutual meaning between interpretations of concepts and the participants. The

researcher was also able to establish plausible connections between the responses from the participants and the conclusions drawn in the study.

To enhance the reliability of data collection, data collected from individual interviews with principals from different schools and the data collected from individual interviews with educators was compared with the data collected from officials of the Department of Education. The researcher also reinforced the reliability of the study by giving an unambiguous account of:

- The purpose of the research
- How the research process will unfold and
- How the data collected from individual interviews with participants and those from documents will be analysed.

It can therefore be said that validity and reliability are two of the most important concepts in the context of measurement that helped the researcher to achieve the main aim of the study. Henning (2003: 7) sums up validity and reliability by arguing that three things, namely precision, care, accountability and open-communication help the research community to judge the value of the inquiry. These served as guidelines throughout the research process.

3.7 Triangulation

The use of multiple data collection strategies increased both validity and reliability of this study. The researcher used a combination of three data collection methods, namely in-depth semi-structured interviews, observation and document analysis in order to get a more rounded picture of the participants' ideas and opinions on the research question. This is referred to as triangulation. In other words triangulation refers to the use of multiple data collection techniques to assist the researcher to gain an in-depth understanding of the phenomenon being studied.

Triangulation involves the application and combination of more than one research method in the study of the same phenomenon. Data collection in this study was triangulated by comparing the following:

- Data collected from individual interviews with principals and post level one educators of different schools
- Data collected from interviews with the two departmental officials attached to the District Coordination Unit of IQMS
- Observation was used in the study to collect data of non-verbal behaviour from respondents
- The researcher gave feedback of the responses to all participants and checked if they agree with conclusions made and
- All IQMS documents available in the selected schools and the IQMS Collective Agreement (No.8 of 2003) were analysed to form a basis for the study.

3.8 Significance of the study

The study identified and investigated challenges that are faced by principals as managers and leaders who have a critical role to play in the implementation of IQMS in their respective schools. The study provided a better understanding and insight into the dimensions and complexity of the management and leadership roles of school principals in the implementation of integrated Quality Management System in schools. It contributed to an effective assessment of educator and school performance through the effective implementation of the Integrated Quality Management System in schools.

The research also contributed to the existing knowledge on the management and leadership roles of school principals in the implementation of IQMS in schools. The study also recommends what needs to be done in order to assist primary school principals in better managing and leading the implementation of IQMS effectively.

3.9 Limitations

Due to the different organisational culture and climate that exist between primary and secondary schools, the researcher could not include secondary schools in the study. The difference in school cultures such as values, beliefs, rules, norms and assumptions, which determine the behaviour of educators and learners within each

sampled school, could have had an effect on the research outcome. Due to time and financial constraints, the study could not include all primary schools in the Klein Letaba Circuit. Only seven primary school principals and seven post level one educators were selected to form part of the research as well as two district officials from the IQMS Coordination Unit.

The responses of the participants to interview questions might not be a true reflection of what is actually done in terms of managing and leading in the implementation of IQMS in the sampled schools. Due to fear of being labelled as incompetent, the participants may have been tempted to provide incorrect information. As people who are expected to manage and lead schools competently, raising challenges that they are faced with as principals of schools could have been difficult since they do not want to be perceived as failing.

Data collection could not be done through the use of an audio-tape recorder because none of the respondents was willing to be recorded. The researcher had to transcribe everything respondents said and later arranged the information provided. This might have led to the researcher not capturing everything the participants said and some important information may have been omitted in the process.

3.10 Ethical considerations

Ethics in research deal primarily with the interaction between the researcher and respondents. Since most educational research deals with human beings, it is necessary to understand the ethical and legal responsibilities of conducting research (McMillan et al., 2001: 195). Guba (1990: 158) states four basic ethical principles, namely the principle of mutual respect, non-coercion and non-manipulation and of support for democratic values.

These agreed-upon principles for research ethics helped ensure that the researcher explicitly considered the needs and concerns of the people in the study. In addition, there was an appropriate oversight on how the research was conducted, and a basis for trust between the researcher and study participants was established. Before

embarking on the research, the researcher took the following important ethical factors into cognisance:

- Permission to conduct the research was sought with ethical approval granted by the District Senior Manager of Mopani District
- The participants were requested to sign an informed consent form
- It was also explicitly explained to the respondents that the participation is strictly voluntary and that they have the right to withdraw from the study at any given time if they feel uncomfortable.
- Effective communication is a critical element of a successful research; therefore the nature and purpose of the research were explained to all participants beforehand
- The participants were informed about the interview questions that would form the basis of the study and were forwarded to them in advance
- The researcher respected the participants' right to privacy. The anonymity and independence of the participants was therefore respected. All participants were treated the same way.
- The research findings have been honestly reported as a true reflection of the opinions of the participants. The participants' ideas or words have been fully acknowledged.

The researcher continued with ethical considerations throughout the research process in order to protect the rights of participants. It can therefore be said that the study was based on the following principles, namely informed consent, non-coercion, lack of deception, privacy, confidentiality and accuracy.

3.11 Conclusion

In order to collect relevant data needed to address the aim of the study, a qualitative research approach was used. This approach gave the researcher an opportunity to have a deeper understanding of the circumstances under which IQMS is being implemented in primary schools. The type of a qualitative approach applied, namely

a phenomenological method enabled the researcher to interpret the respondents' perceptions and perspectives regarding the research problem.

Gaining valuable information was necessary for resolving the overall research problem; therefore the researcher selected respondents who dealt directly with the implementation of IQMS in primary schools. Data was collected through interviews, observation and an analysis of relevant documents in order to get a more rounded picture of the respondents' ideas and opinions with regard to the phenomenon being studied.

Data collected would be analysed in order to reduce it to a manageable size. In order to produce consistent results the researcher used a combination of strategies. However the research could not be carried out without limitations that had an effect on the outcome of the research. In carrying out the study, the researcher took into consideration the needs and concerns of the respondents. Taking all the above into consideration, the researcher was able to achieve the aim and objectives of the research.

In the following chapter the research findings on the management and leadership challenges facing primary school principals in the implementation of IQMS will be presented.

CHAPTER 4: DATA PRESENTATION

4.1 Introduction

Data for this study was collected through individual interviews with respondents, observations and the analysis of documents relevant to IQMS. These data collection strategies gave the researcher an opportunity to collect valuable information on the research problem. Data collected was guided by the following research questions that form the basis of this research report:

4.1.1 Main question

- What are management and leadership challenges facing primary school principals in the implementation of IQMS?

4.1.2 Sub-questions

- What are the management and leadership roles of principals in the implementation of IQMS at school level?
- What are the perceptions of CS1 educators regarding the management and leadership challenges facing primary school principal in the implementation of IQMS?
- How can principals be supported to improve the implementation of IQMS in their respective schools?
- What guidelines could be presented to primary school principals to improve the implementation of IQMS?

As a point of departure, a brief demographic profile of the respondents is presented.

4.2 Demographic profile

The research respondents consisted of seven principals and seven post level one educators selected from primary schools under Klein Letaba Circuit in the Mopani

District. Two officials attached to the IQMS Co-ordination Unit under the Quality Assurance Sub-Directorate in Mopani District were also included in the study.

The respondents were as follows:

Principals: Three male and four female principals representing seven primary schools were selected to form part of the research population. Their ages and teaching experience ranged from forty to fifty-nine years and from four to thirty years respectively. Four of the respondents became principals before the new political dispensation and three of them became principals after 1994. As heads of schools, principals are expected to provide professional management and leadership during the IQMS implementation process since it forms an integral part of their responsibility to ensure that the system is effectively carried out.

Post level 1 educators: One educator from each sampled school was selected to be part of the research population. This means that a total of seven educators were selected, four females and three males. Their ages ranged between 37 and 55 years and their teaching experience between 14 and 30 years. According to Personnel Administration Measures (PAM) (1999: 67) Section 4.5(e), educators must participate in appraisal processes in order to review their professional practice with the aim of improving their performance.

Two District Officials: Two officials from the IQMS Co-ordination Unit under the Quality Assurance Sub-directorate in the Mopani District were also included in the research population. Their ages ranged between 43 and 48 and their work experience with regard to IQMS co-ordination between 3 and 5 years. They are members of a team that co-ordinates the implementation of IQMS in the Mopani District. As part of the District, the Unit has an important role to play in the implementation of IQMS, which includes advocacy, training, professional development programmes and moderation of evaluation results (ELRC, 2003: 4).

4.3 Management and leadership challenges facing principals

The researcher conducted semi-structured interviews with the selected sixteen respondents, namely seven principals, seven CS1 educators and two Department Officials from the District IQMS Co-ordination Unit. The reason for this coverage was to ensure that each level was represented and to integrate different opinions into the findings. The analysis of data collected through semi-structured interviews, observations and analysis of relevant documents revealed six major challenges facing primary school principals in the implementation of IQMS, namely:

- Inadequate training
- Poor monitoring and support
- Poor management of resources
- Development and empowerment challenges
- Ineffective communication skills
- Ineffective change management skills

An in-depth discussion of the above challenges which are impediments to the effective implementation of IQMS for principals of selected primary schools follows.

4.3.1 Inadequate training

According to Hargreaves (1998) one of the reasons why educational change is difficult to bring about is that the change is poorly conceptualised or not clearly demonstrated, that there is no clarity about who will benefit, how they will benefit and what the change will achieve. This seemed to be a sentiment shared by most of the principals and educators. The study revealed that information regarding the new system of evaluating educators' performance was not properly disseminated to all parties concerned. Only principals, SMT members and few educators from each school attended IQMS training workshops which lasted between one to three days.

Training is about disseminating information to all stakeholders. According to Hall and Hord (1984) dissemination refers to actions taken to share information and materials to encourage others to adopt the innovation. The research revealed that

the District Task Team (PTT) which comprised of District and Provincial officials from the Department of Education supported by trade unions only trained SMTs and few educators per school (ELRC, 2003: 7). Principals who are expected to manage and lead the implementation of IQMS at school level, were not properly trained in the new knowledge and skills required to effectively carry out the task. The fact that most post level one educators were not trained on how IQMS will be implemented in schools also created a big challenge for principals. One principal said:

> *"When IQMS was introduced, principals and some SMT members were sent to a workshop to be trained about this new comprehensive system of assessing educators' performance and from there we were expected to go back and disseminate the information to our colleagues. The workshop lasted for three days which according to me was very short for us to understand what was required. Sporadic workshops were also conducted for post level one educators, but very few educators were enlisted".*

According to the Collective Agreement Number 8 of 2003, all officials and educators must have been trained in IQMS to have a thorough understanding of the principles, processes and procedures of IQMS so that the system can be planned and administered in a uniform and consistent manner (ELRC, 2003:7). The research found that the majority of the post level one educators were left out of the training process hence they are still finding it hard to understand the system. All educators interviewed said that they were never trained in IQMS. Both Departmental officials agreed that the manner in which IQMS training was conducted has created a lot of problems in most schools. One of the officials said:

> "*When IQMS was introduced, as a Department we rushed to meet IQMS implementation deadlines and in the process people responsible for IQMS training were not given enough time to understand what IQMS is all about and how it must be implemented. Training workshops which only principals, SMT members and some senior educators attended lasted between two and three days. The idea was that those trained will go back to schools and capacitate those who were left out and this proved to be a challenge"*

Implementation efforts of IQMS fail because the people who are supposed to manage and lead in the implementation process were not adequately trained in the new skills required. Through adequate training the goals and expectations for the implementation of IQMS should be shared with all stakeholders. This could have led to greater ownership of and commitment to the system.

4.3.2 Poor monitoring and support

Monitoring is critical in ensuring that there is effectiveness and efficiency in the programme being implemented. Through monitoring school principals will regularly and systematically review the implementation of IQMS. The research revealed that monitoring of the IQMS implementation process by the school principals in most schools does not exist. Some principals did not even seem to understand what should happen during monitoring. One of the principals said:

> *"Monitoring of the implementation of IQMS is the responsibility of the department of education. What we as principals are expected to do is to conduct class observations and submit summative scores during the last school term"*

Monitoring which is complimented by the support from other structures such as SMT, SDT and DSG is a function that must be carried out by principals at school level. According to the IQMS management plans from the seven schools that were analysed, monitoring and support must be done continuously by the principal together with the SMT and SDT. The research established that the Department of Education seems not to be coming forward to schools to monitor the implementation of IQMS and to provide the necessary support to schools that seem to be lagging behind. One principal said:

> *"Ever since I was appointed to the position of principal fours years ago, I have never seen anyone from the department coming to the school to monitor the implementation of IQMS or give the necessary advice and support. Recently what happens is that we are called to IQMS meetings by Departmental officials to give reports on how each school implement the system. They call these meetings monitoring and support which according to me they are not. Monitoring should be done at schools where the system is being implemented and not just looking at reports and listening to what is being said, which might be a fabrication. A good IQMS file does not mean that all is well in schools".*

Four principals agreed that since the introduction of IQMS in 2005, they have been on their own in managing the implementation process of IQMS with all its inherent challenges. All of them attended IQMS cluster meetings called by the Department of Education. Three of the principals have in different occasions delegated their staff members to attend. Both officials from the IQMS Co-ordination Unit agreed that it

has been difficult for them to visit all schools in the District since they are understaffed. One official said:

> *"We are aware of the challenges that schools have regarding IQMS. Our role is to provide support especially to those schools that are encountering problems regarding IQMS implementation. As a Department we have not been able to adequately attend to all these problems. Our District has more than 700 schools, and to visit all these schools, we need more officials. However the Limpopo Department of Education has under its Quality Assurance Sub-Directorate established IQMS clusters of schools since 2009. The plan is to visit clusters twice per year and so far we have been able to visit all clusters. Some schools do not come to these meetings and among those that come, some do not report to their staff members about what transpired in those meetings".*

After analysing IQMS documents submitted by the selected schools, the researcher found that schools do submit IQMS summative reports to the Department of Education during the last quarter of the year. The reports are used by the Department to assess how IQMS is being implemented in schools and to identify schools experiencing problems as well as to determine the kind of support required. The summative reports include the following:

- Schedules of educators' performance
- Analysis of scores awarded to educators
- School Improvement Plan (SIP)
- Composite score sheets
- Summative evaluation checklists
- IQMS evaluation time-table
- School performance snapshots and
- Monitoring instrument for IQMS implementation.

However five educators agreed that these reports were not a true reflection of the IQMS implementation process. One of them said:

> "*It is true that principals do submit IQMS report to the Department annually, but the scores awarded to each educator are made up. In our school we only hear of IQMS when summative reports are needed and the principal and SDT would compile such reports without involving us. No one would be scored less for fear of being questioned".*

According to the IQMS management plan, monitoring and support should be carried out between the months of February and August. These activities are the responsibility of both the SMT and SDT under the leadership of principals. Monitoring and support should be a continuous process done in terms of the plan which must be developed by all involved. Lack of proper monitoring and support strategies for IQMS implementation by both principals and the Department creates a situation where there is less commitment to the system by all involved.

4.3.3 Poor management of resources

According to Cadwell and Spinks (1998: 4) resources refer to knowledge, technology, power, material, people, time, assessment, information and finance that schools need to operate in an effective manner. One of the reasons why educational change is difficult to achieve is that the change is poorly resourced or the resources are not managed effectively. The study found that the objectives of IQMS are far from being achieved because most principals are lacking in skills to effectively manage resources that schools have at their disposal.

It can be said that most schools do not have state of the art resources like laboratories, libraries and technologically-advanced equipments, but the basic resources that schools have, should be managed and used in a manner that will advance the effective implementation of IQMS. As the researcher knows all the schools and has interacted with all the selected schools in the execution of his professional mandate, it can be confidently asserted here that all the schools have sufficient basic human, financial, physical and information resources to assist principals in managing the implementation IQMS effectively. However the study discovered that principals were using the lack of resources as an excuse. When asked to specifically mention the type of resources that they were referring to, they could not exactly say what they were. As one principal said:

> *"The Department demands a lot from us yet it is unable to provide schools with resources. For instance most schools in the rural areas do not have adequate classrooms, Learning and Teaching Support Material (LTSM) and other facilities needed for the implementation of IQMS.* M*ost of our schools are still poorly resourced as compared to schools in the urban areas or those schools that were previously referred to as Model C schools. These challenges if not*

addressed will continue to have negative implications on the implementation of IQMS".

This statement was found to be contrary to what the Departmental of Education official said:

"All schools in the Klein Letaba Circuit are classified under Quintile 1. These schools receive R422.00 per learner from the department annually. According to the policy on how this allocation should be used, 60% of the allocation must be used to procure educational resources. What is happening is that schools do not comply with this directive. The procurement of Learning and Teaching Support Material is the role of the Department and as far as I am concerned, all schools in the area have received their top-ups at the beginning of this year".

The official however agreed that there were backlogs regarding the provision of classrooms, but said that this problem is receiving urgent attention from the office of the Member of the Executive Council (MEC) for Education in Limpopo. The Department has started to supply schools that are experiencing classroom shortages with mobile classrooms few years ago.

Effective management of resources remains an important function in the principal's daily activities. Principals as heads of schools are expected to plan, organise and control all the resources of the school to be able to realise educational goals. It remains one of their roles to ensure that from the school's annual allocation, they work with educators and School Governing Body members to procure educational resources that are needed. Without resources and effective management thereof, principals will not be able to motivate their subordinates to work with dedication and commitment towards the effective implementation of IQMS.

4.3.4 Development and empowerment challenges

In discussing the changing context of education management in South Africa Thurlow (2003: 15) states that those charged with empowering others in the performance of their work must also empower themselves through mastering alternative ways of managing performance.

One of the purposes of IQMS is to assess individual educators to determine areas of strengths and weaknesses and then draw up programmes tailored for individual development. According to the IQMS management plans of all the schools, their staff development programmes are expected to take place between February and August. Only two of the selected schools were able to forward their staff development plans to the researcher. When asked why the other principals could not submit their individual staff development programmes as requested, one of the principals said:

> *"I do have staff development programmes for the whole school but not for individuals. Developing programmes for each individual educator creates a load of unnecessary administrative work and it is time-consuming. Our educators suffer from the same kind of weaknesses, so to save resources that we barely have one development programme for the whole school suffices".*

Four of the educators said their schools do have staff development programmes and agreed that they reflected a picture different from what the weaknesses of educators really are. They said that they were never consulted when these programmes were designed and they are yet to see their implementation. When asked about how they develop and implement these programmes, one principal said:

> *"After analysing each educator's Personal Growth Plan, the principal together with the SDT and SMT compile an individual educator's development programme. This should be done in consultation with the educators concerned. Implementation should be done according to the IQMS management plan. However managing IQMS is a time-consuming exercise. It adds to the workload that principals already have. A staff development programme is another responsibility that needs to be co-ordinated, monitored and evaluated. Where on earth can we have all the time to do all these things?"*

This was also supported by one educator who said:

> *"I do not blame principals who compile staff development programmes alone and not even bother to implement them. For a school principal to accommodate all the steps involved in the IQMS management plan, he/she needs a great deal of time which is hardly available because besides IQMS there are other educational programmes that must be implemented, for example curriculum delivery, Foundation For Learning Campaign, School Nutrition Programme, learner assessment, the school's extra-curricular activities etc.".*

Principals remain primarily accountable to the department for the implementation of IQMS; but this does not mean that they have to shoulder all the responsibilities regarding the implementation of IQMS management at their schools. According to Collective Agreement (No. 8 of 2003), there are three structures involved in the implementation of IQMS in the school, namely the SMT, SDT and DSG (ELRC, 2003: 2-3). This requirement does not exclude the ordinary staff members since they also must be involved. The research found that the involvement of these structures and educators in IQMS implementation is not adequate.

Development and empowerment of educators remains a critical role for any principal who wants his/her subordinates to contribute significantly towards the achievement of the objectives of the school. Managers and leaders who strive to develop and empower their subordinates will have an effective team that will ensure that the objectives of the organisation are not compromised. This could be done not only through a well-designed individual development programme but through the ability of principals to delegate authority and responsibility to their subordinates.

Effective delegation of authority and responsibility can influence staff members to develop trust and positive influence towards their superiors. School principals should be able to exploit and harness the expertise of their staff members so that they can be able to achieve the objectives of IQMS. This could be achieved by assessing educators' performance to determine areas of strengths and weaknesses, designing individual development programmes to address their weakness and to assign authority and responsibility to their subordinates. An atmosphere conducive for educators to participate in the IQMS processes should be created.

4.3.5 Ineffective communication skills

Given that communication is at the centre of all management tasks and a skill that manifests itself in effective leadership styles, school principals are expected to effectively communicate with their staff members in order to foster commitment, enhance performance and co-operation among them. This study found that a majority of educators agreed that ineffective communication is one of the reasons why IQMS is not implemented effectively. Principals were found to be handling IQMS

implementation without communicating with structures involved. In most situations principals draw up IQMS management and staff development plans alone and the activities of these plans are not filtered down to every staff member. And this seems to be the reason why principals do not get the support and commitment from their subordinates when IQMS is implemented.

Managers and leaders in organisations communicate in many different ways ranging from face-to-face content involving facial expressions and body movements to written communication in the form of memos, letters and reports (Rue & Byars, 1992: 82). The study established that most principals did not pay much attention to the information channels through which organisational messages are transmitted, and this created a problem in getting staff members to fully support and commit themselves to the effective implementation of IQMS at their schools. One educator stated:

> *"When new programmes are introduced, some principals do not actually proper staff meetings to inform the educators about it and get their ideas, but such information will sometimes be circulated in the school's information register and will be implemented without providing educators with an opportunity air their opinions".*

The researcher found that the lack of co-operation and resistance by staff members emanated from some of the principals' inability to create communication platforms where their subordinates are able to state their views. However it is crucial that principals in their daily management of school activities ensure that they communicate effectively with staff members. Staff members cannot buy into a vision that they do not understand or which they were not part of its design. Failure by some principals to inform their subordinates about the implementation of IQMS in their schools makes them feel that their contribution to the system is not regarded as important.

4.3.6 Ineffective change management skills

In describing a "learning organisation" Butler (1999: 5) argues that change and innovation are ongoing features of a school's existence and the school should make

change part of its organisational ethos and mission. April (1999: 231) defines change as an organisational phenomenon necessarily occurring within the context of human social interaction, which constitutes and is constituted by communication. The ability to manage change is an essential skill that school principals should have in order to ensure that new programmes are effectively implemented. The introduction of new legislations and programmes compels principals to continuously redesign the organisation's structure and procedures, redefine priorities and redeploy resources (Beckhard & Harris, 1987: 30).

The study found that most principals do not have the necessary skills to manage the change that has been brought about by the new political dispensation, including IQMS. It has been more than five years since IQMS was introduced but most of the principals interviewed were still struggling to implement the system. One educator said:

> *"Most of our principals were used to the old system of evaluating the performance of educators and they do not want to move out of their comfort zones to take new responsibilities"*.

These sentiments were shared by one Departmental official who said that principals do not seem to be positive about the system hence they are still unprepared to embrace the system to ensure that it is effectively implemented. The official said:

> *"Some principals do not attend IQMS cluster meetings when invited. This is perceived as abdication of responsibility and the inability to manage and lead the implementation of IQMS as a change process. Some will just send educators who are not members of either the SMT or SDT. This makes it difficult for us to have a true reflection of the real implementation process in schools".*

The introduction of IQMS brought along a lot of uncertainty among educators and principals. This resulted in educators being unmotivated and as such they developed negative perceptions about IQMS. As a result, principals could not manage the implementation of IQMS effectively. One principal said:

> *"Educators do not want to be evaluated or to involve themselves in the implementation process because they feel it is the department's way of dismissing educators"*.

Principals say they are constantly faced with complaints regarding scores and resistance among some educators and to avoid this some choose not to engage educators in the implementation process. One of the principals said:

> *"The element of salary adjustment as one of the purposes of IQMS for those who perform well also contributes to disputes and complaints about scores. Every educator wants to be rated high so that his/her salary can improve. The fact that evaluations are also done to determine areas of strengths and weaknesses in order to develop individual educator's development programme has been overshadowed by the issue of salary adjustment".*

The manner in which the school operates is determined by its ability to adapt to the ever-changing environment within which it operates. School principals are expected to manage any change that takes place within the school and to lead their subordinates through the change process. In order to execute this role more effectively, they are required to establish an environment that will enable all stakeholders involved to espouse change and commit themselves to achieving its objectives. The uncertainties and the negative perceptions brought by IQMS require the principal's proactive approach to motivate staff members to be winners of the change introduced to assess the performance of both educators and schools.

4.4 Conclusion

The individual interviews conducted with sixteen respondents pointed out that principals have a critical role to play in the implementation of IQMS. However it also revealed that principals are really faced with challenges that make it difficult for them to effectively implement the system. It became apparent during the interviews that principals did not want to recognise that poor implementation of IQMS could be due to their own incompetence. In most of their responses they blamed the Department of Education for the inadequate training that they were provided with and a lack of resources. They also blamed their educators for lack of support and commitment to the system. They complained about their workload may be justifiable, because principals are found to be overwhelmed with management and administrative functions of the schools

Principals, educators and Departmental officials agreed that IQMS was not given enough time to be understood with regard to its purpose, principles, processes and procedures by those responsible for its implementation. This led to both principals and educators not fully committing themselves to the IQMS implementation process. It was also found to be difficult for those who received some training on the system to conduct fruitful IQMS workshops for educators at school level.

The processes of monitoring and supporting IQMS implementation form an integral part of the IQMS management plan. However these important processes were found to be neglected by both principals and the Department of Education. Monitoring at both school and Departmental levels is supposed to be an ongoing process which should run concurrently with the activities of the management plan. The research found that in most schools the IQMS management plan does exist on paper but it is not effectively monitored. On the other hand the Department of Education was identified as also not doing enough monitoring to check if indeed schools are on course with the IQMS implementation process and provide support to those that are found to be struggling.

In order to achieve the objectives of IQMS, effective management and utilisation of resources remains a critical role for principals. The research revealed that principals lack skills to effectively manage and utilise the resources that they have at their disposal. Principals blamed the Department for not providing enough resources yet they could not use the money which schools are allocated to procure the resources they complained about. Most schools did not have individual staff development and empowerment programmes to assist individual educators who are incompetent in certain areas. Principals were also found to be unable to delegate authority and responsibilities to their subordinates.

Principals were found to lack both effective communication and change management skills. Most of the principals were found not to have clear communication channels at their schools. At the same time, educators are not given platforms to participate in the decision making processes of the school. The change that has been brought by the introduction of IQMS was found not to be managed in a way that its objectives could be realised.

The following chapter presents a critical analysis and interpretation of the research findings in relation to the research questions and the literature review.

CHAPTER 5: DATA ANALYSIS AND INTERPRETATION

5.1 Introduction

The main aim of this research was to identify and investigate the management and leadership challenges facing principals in the implementation of IQMS in primary schools. Data collected during the research revealed that the implementation of IQMS at primary schools is beset by management and leadership challenges that make it difficult for principals to implement the system effectively. However, none of the principals accepted that the reason why IQMS is not implemented effectively is due to their lack of management or leadership skills.

The main aim of this chapter is to analyse and interpret the research findings that were presented in the previous chapter. The data that emerged from the interviews, observations and relevant documents will be analysed. Data analysis in qualitative research focuses on reducing the volume of raw data, shifting significance from trivia, identifying fundamental patterns and constructing a framework of communicating the essence of what the data reveals (De Vos et al., 2005: 333). After data was collected, the researcher went through all the information and organised it according to the research questions and objectives of the study.

5.2 Management and leadership challenges facing principals

The researcher conducted individual semi-structured interviews with sixteen respondents to ensure that each level was presented and different opinions that emerged during the interviews were integrated into the findings. Research findings from the interviews, observations and relevant documents and concepts and theoretical underpinnings that emerged from the review of literature, revealed several management and leadership challenges facing primary school principals in the implementation of IQMS, namely:

- Inadequate training
- Poor monitoring and support
- Poor management of resources

- Development and empowerment challenges
- Ineffective communication skills
- Ineffective change management skills

There now follows an in-depth analysis of the above challenges that emerged as the impediments towards the effective implementation of IQMS by primary school principals.

5.2.1 Inadequate training

The results from the individual interviews, observations and relevant documents indicated that neither principals nor educators received adequate training regarding what IQMS is all about, what its benefits will be for educators, learners and schools as a whole, why it has been adopted and how it must be implemented in schools. The results also reveal that only principals, SMT members and some senior educators from each school received training in IQMS with the expectation that when they went back they would train the educators in their schools. One of the principals complained as follows:

> *"When IQMS was introduced principals together with their SMT members were sent to a three day workshop to receive training on the new system. We were expected that when we come back we should train those that were left behind. How does one train someone on something that one was not properly trained?"*

The results further indicate that the duration of the IQMS training workshops was inadequate taking into consideration the work that had to be covered. A three-days training on such a comprehensive system was not enough. IQMS as a new approach brought a paradigm shift of evaluating the performance of educators which involves training, planning, self evaluation by educators, pre-evaluation discussions, classroom and outside classroom observations, feedback and discussions which need a great deal of time. The results show that principals, who are responsible for the implementation of IQMS in schools, feel they were not given enough time to understand the purpose, principles, processes and procedures involved in the implementation of IQMS at school level. This was supported by one of the officials who said:

> *"Principals as the people responsible for the effective implementation of IQMS were not given ample opportunity to acquire new knowledge and skills that came with the new system so that they could be able to provide the necessary support to their staff in order to achieve the goals of the system. Educators too,*

who are expected to support their SMTs, SDGs and DSGs in the implementation process were marginalised. The Department has acknowledged that hence the establishment of IQMS clusters".

The inadequate training workshops that were aimed at capacitating principals, SMT members and post level 1 educators contributed to the inappropriate implementation of IQMS in the selected schools. The people directly involved with implementing the system were denied an opportunity to gain enough knowledge to understand all aspects relating to IQMS. This comprehensive system needs a lot of time to be well understood by all stakeholders. The introduction of IQMS clusters by the Department of Education came very late and might fail to address the real challenges that are experienced by principals.

5.2.2 Poor monitoring and support

The results indicate that most principals do not carry out monitoring and support in a manner that will ensure that IQMS is effectively implemented. Some principals said they could not do monitoring and support because that is not their responsibility while some said it was due to the fact that they are overwhelmed with work. On top of their general management and administration, principals were also expected to offer lessons and this seems to be one of the major problems on which all principals agreed. One principal said:

"There is an urgent need to review our job description. There have been a lot of educational changes brought by the new government which are having a negative impact on the work of principals. At this day and age principals should no longer be teaching since this takes a lot of their time which should be spent on their day to day management responsibilities."

The results also indicate that principals did not commit themselves to ensure that the IQMS is carried out as per the developed management plan. Most schools have well-developed IQMS management plans but they are not implemented accordingly. Educators in some schools are not even aware of any IQMS management plan that exists at their schools. One educator said:

"I have heard about it but I have never seen the plan. It should be in the principal's office. IQMS is usually done during October/November at our school".

The results show that the Department of Education has realised the importance of monitoring the implementation of IQMS in schools and the support that should be given to schools experiencing problems. The Department has since 2009 established IQMS clusters at circuit level for regular meetings to report on progress made regarding the implementation of IQMS at school level. However, there is a need for the Department to strengthen these clusters for them to be able to add value to IQMS implementation and to assist principals in managing and leading the process. The manner in which these IQMS cluster meetings are conducted does not deal directly with challenges facing schools. The concentration is on analysing IQMS reports from schools. This sometimes leads to wrong conclusions about the implementation process. A well prepared IQMS portfolio of evidence of a school does not always mean that IQMS is effectively implemented in that school. There is a need for direct interaction with schools by the Department.

5.2.3 Poor management of resources

Principals as managers and leaders of schools are expected to find effective means of acquiring resources and managing these resources in a manner that leads to the achievement of educational objectives for the school. The results of the research show that poor implementation of IQMS in schools can also be attributed to the fact that schools do not utilise part of their government allocation to procure resources and most school principals lack skills to effectively manage and utilise resources at their disposal hence the ineffective implementation of IQMS. One of the officials said:

> *"Schools receive government allocations based on their enrolments and they are expected to spend 60% of the allocation to procure resources that are needed. The issue of classrooms and laboratories however remains the responsibility of the Department. It might take a while but it is receiving serious consideration. For instance mobile classrooms are being supplied to schools with serious overcrowding".*

The results further indicate that schools do have basic resources. All schools have professionally qualified educators occupying posts in terms of the recent Post Establishment issued on 25 March 2009. They also have enough classrooms, sports facilities and at least one computer per school. However principals used the lack of resources as an excuse for poor implementation of educational programmes. All

schools in the Klein Letaba Circuit are under Quintile 1 category, which means that these schools are financially supported by the Department of Education for all their needs. These schools are therefore expected to use the funds to procure resources that they need to implement their educational programmes including IQMS. However it remains the prerogative of the Department of Education to provide physical resources like libraries, toilets, classrooms and administration blocks to school.

Effective management of resources is essential for principals to be able to plan, organise and control the activities of the school. Resources should be available so that they can be managed for sustainable use. Principals should through SGBs acquire educational resources that are relevant the school curriculum. Once these resources are available, effective systems should be put in place to ensure that they are properly managed. This should be a role that is played by all involved and not the principal alone.

5.2.4 Development and empowerment challenges

The results show that one of the purposes of IQMS was to evaluate each individual educator's performance to determine their areas of strength and weakness. This should culminate in a development programme aimed at addressing the identified weaknesses. Since IQMS is not properly implemented in schools, principals could not produce any plan designed to address the weaknesses of individual educators. Principals indicated that the inability to design and co-ordinate staff development programmes, is due to huge workload. They have a responsibility to ensure that all educational programmes are also effectively implemented. One principal said:

> *"I really want to see my staff members being developed so that they can be able to competently carry out their responsibilities as educators. But I am failing to co-ordinate such programmes because of the workload that grows heavier and heavier by the day".*

Principals are not effectively engaging their SMTs and SDTs in the IQMS implementation process. It is one of the responsibilities of both the SMT and SDT to draw staff development programmes that are tailored to address the weaknesses of

individual educators. The two structures should also assist principals in monitoring these programmes and to provide the necessary support that is needed. Principals seem to be carrying the responsibility of IQMS over their shoulders without involving their SMTs, SDTs and even educators. One Departmental official said:

> *"Schools have teams of professionally qualified educators who work collectively to attain the objectives of the school notwithstanding their diverse and different backgrounds and interests. However some principals are unable to harness and exploit the expertise that their staff members possess to the benefit of the school as a whole. IQMS is not a one-man show. All educators irrespective of whether they are members of the SMT or SDT should be involved throughout the process".*

The results further indicate that staff development and empowerment remain a critical role for any school principal who wants his/her subordinates to contribute significantly towards the achievement of the objectives of IQMS. Staff development and empowerment require not only a specifically designed programme, but also through delegation of authority and responsibility to subordinates. This can help inculcate positive attitudes, knowledge and skills that can contribute in developing and promoting their management and leadership skills. It suffices to say that principals should use IQMS as an opportunity to develop and empower their staff members through development programmes and delegation of authority and responsibility. They should establish effective SMTs and SDTs and ensure that these structures perform their roles in terms of the IQMS management plan. Educators should also be involved throughout the IQMS implementation process.

5.2.5 Ineffective communication skills

The results show that the manner in which communication is handled in most schools in the sample is one of the reasons why principals are not getting the necessary support and commitment from their staff members. All the educators interviewed agreed that ineffective communication is one of the reasons why IQMS and other educational programmes are not effectively implemented. One of the educators said:

> *"We are not informed about how IQMS will be implemented. We hardly receive IQMS information that our principal receive from the Department of Education*

hence he finds it difficult to build trust and gain commitment from his subordinates".

The results also show that ill-defined channels of communication in schools are some of the challenges that schools are facing. Principals seem not to be paying much attention to the information channels through which messages are transmitted and this creates a problem in getting staff members to move towards the same direction. Most of the educators complained that the manner in which information is conveyed to them by the principals creates an impression that their contribution to the school is not given the necessary recognition it deserves. Principals should create platforms conducive for interacting with their subordinates.

The results further indicate that educators do not co-operate with and support principals when IQMS is being implementing IQMS. This could be due to the principal's inability to create communication platforms for their subordinates to raise their opinions. Educators feel recognised and appreciated when they are given opportunities to participate in the decision-making processes of the school and implementing those decisions. This could lead to improved dedication and commitment to the educational objectives and it is important for the development of quick feedback and transparency between the principal and his/her staff members.

5.2.6. Ineffective change management skills

The introduction of new legislation and programmes such as IQMS compels principals to continuously redesign the organisation's structure and procedures, redefine priorities and redeploy resources (Beckhard et al., 19987: 30). As organisations, schools are in a constantly changing environment. The research results show that most principals do not have the necessary skills to manage change in their schools. The introduction of IQMS brought a change in the manner in which educators were evaluated before and like any other change, it had to be managed effectively in order to reach its objectives.

The research results also reveal that most principals have been struggling to effectively manage the change that has been brought by the introduction of IQMS. Since IQMS was introduced principals have been grappling with the manner in which

IQMS must be implemented. This is due to the fact that most principals are not ready to accept the change hence they find it difficult to embrace IQMS as a new system of evaluating educators. One educator said:

> *"The introduction of IQMS came as a shock to most of the principals especially those who were used to assessment which was done by the then inspectors. Having to embrace a system which is conducted in a transparent manner where everyone should be involved, pose a big challenge to them".*

The results also indicate that the introduction of IQMS brought along a lot of uncertainties among principals and educators. It led to development of low morale and negative perceptions. IQMS was perceived by most educators as a system through which the Department of Education wanted to get rid of 'incompetent educators'. One educator said:

> *"In this state of affairs the principals could not motivate their staff and create a desire amongst them to espouse the new system as a system aimed at assisting them perform better".*

Principals as managers and leaders of change within the school should ensure that everybody concerned understands why IQMS should be implemented so that they can be able to support it. The full commitment of all involved is needed to enable the principal to manage and lead the process of IQMS implementation. Principals alone will not manage to execute all the activities of IQMS without the support of their subordinates.

5.3 Conclusion

This chapter presented an analysis and interpretation of the findings relating to the data that emerged from individual interviews, observations and relevant documents. The findings that primary school principals irrespective of work experience and age are equally faced with challenges that are of management and leadership in nature with regard to the implementation of IQMS in their schools. The aim of this chapter was the reduction of the data that emerged from the research findings and then organise it in order to establish an understanding of the management and leadership challenges that primary school principals encounter in the implementation of IQMS.

The results of the findings that emerged from phenomenological study revealed that the management and leadership challenges that principals are faced with, make it difficult for them to ensure that IQMS is effectively implemented in schools. However, the failure or success in implementing IQMS depends on the kind of a manger and leader a principal is. It therefore remains the principal's statutory responsibility to ensure that the effective implementation of IQMS is not compromised.

The results also revealed that principals and even educators were denied an opportunity to fully understand the principles, purposes, processes and procedures of IQMS since they were subjected to an inadequate advocacy and training on the new system. Both the principals and the Department of Education were found to be ineffective in their monitoring, evaluation and support of the process hence its implementation is flawed. Poor management and utilisation of resources was found to be another challenge for principals. The research acknowledged the fact that schools especially those in rural areas are poorly resourced, but they do have basic resources that can keep them going if managed and utilised effectively by principals. Ineffective communication was also found to be another worrying factor. Principals are unable to establish effective communication channels and platforms through which their staff members can be able to participate in the decision making processes of the school. Principals were also found to be unable to manage the change that has been brought about by IQMS hence the lack of support and commitment by educators.

In the final analysis, it can be said that principals are at the centre of the implementation of IQMS at school level. It is therefore crucial that principals possess effective management and leadership skills, competencies, qualities, knowledge and techniques so that they can be able to effectively implement IQMS effectively. The following chapter presents conclusions and recommendations based on the research findings.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The management and leadership role of school principals has an influence on the effective provision of quality public education. As managers and leaders entrusted with the responsibility to administer public schools by the Department of Education, school principals have to ensure that educational systems, programmes, policies and processes are effectively implemented. The implementation of the performance management system, namely IQMS remains one of their duties. To carry out this responsibility, school principals should have the necessary knowledge, skills and the necessary support from all stakeholders.

In carrying out the study, the researcher was able to identify and investigate management and leadership challenges facing primary school principals in Klein Letaba Circuit in the implementation of IQMS. It is expected that the research findings will help in understanding the kind of management and leadership challenges that principals of the selected primary schools are faced with in implementing IQMS and also recommend solutions in dealing with those challenges.

In order to accomplish the main aim of the research, the following specific objectives were identified and strengthened through the review of related literature and the qualitative study that was carried out in the form of interviews, observations and analysis of related documents.

- To identify management and leadership roles of principals of selected primary school in the implementation of IQMS at primary school level.
- To probe the perceptions of post level 1 educators and Departmental officials regarding the management and leadership challenges facing primary school principals in the implementation of IQMS.
- To determine the kind of support primary school principals need to implement IQMS effectively.

- To present recommendations to improve the implementation of IQMS at primary school level.

This final chapter of the research presents conclusions on the important findings and recommendations derived from the research.

6.2 Conclusions

The conclusions from the important findings have been derived from the review of literature and the phenomenological study that were conducted by the researcher. In the following sub-section, these findings will be concisely explained.

6.2.1 Findings from the literature review

The review of literature conducted by the researcher formed a foundation upon which the study was based. It presented a discussion of knowledge and theories around the following:

- How managers manage
- Management roles
- Leadership through authority and power
- Leadership roles, namely motivation, communication, coordination, managing resources, managing change, monitoring and evaluation and building a healthy school culture
- Leadership styles and
- Contemporary leadership theories

The researcher has on the basis of the discussion on the knowledge and theories of the above key terms, made the following findings:

- Principals as managers of schools are expected to effectively engage in the planning, organising, guiding and controlling roles in order to attain the school's educational goals and objectives. To effectively carry out these management tasks principals should possess management skills, competencies, qualities and techniques. The successful implementation of

IQMS requires school principals to carry out these management tasks effectively.

- The role of principals remains critical in the utilisation of resources. The effective utilisation of resources requires principals to perform managerial roles which are divided into three major groups, namely interpersonal, information management and decision-making roles. The principal's interpersonal roles, namely figurehead, leadership and liaison emanate directly from his/her formal authority and involve basic interpersonal relationships. The information roles of principals as managers involve their monitoring, dissemination and spokesperson roles whereas their decisional roles involve entrepreneurial, disturbance handling, resource allocating and negotiation roles.

- Apart from executing their management roles or tasks, principals are leaders who are expected to direct the behaviours of their staff members, learners, additional staff members and parents towards the accomplishment of the school's educational objectives. As leaders, principals should be effective communicators in order to influence and motivate their subordinates.

- Principals should be able to motivate their subordinates towards the achievement of educational goals and objectives. Highly motivated staff members work more productively and their behaviours reflect high performance in schools. Leaders should also possess effective communication skills to build trust and commitment among their subordinates. Through open communication principals will make their subordinates understand how their actions or behaviours interact with and affect others within the school. This will make them more effective followers and highly motivated to achieve goals. The principal co-ordination of diverse tasks or activities is also required for proper implementation of IQMS in schools.

- Human, financial, physical and informational resources are required for principals to achieve educational objectives. Effective management of these resources by principals is needed for the implementation of IQMS in schools.

Principals should also have change management skills to effectively manage any form of transformation that could be brought about by new legislation, policies and programmes. IQMS is one form of such change which requires principals to manage its implementation through the use of resources that are at their disposal.

- Monitoring and evaluation remain important roles of principals in their effort to implement IQMS effectively. Through monitoring and evaluation principals will be able to assess quality and progress regarding the IQMS implementation process.

- The review of literature presented organisational culture, namely values, assumptions, understandings and norms that are shared by members as an aspect that can have a positive impact on a school's general performance. Principals should build healthy school culture that will be embraced by all stakeholders. Such culture will enhance performance in schools.

- There are different leadership styles of leadership that principals can use to influence their subordinates so that they can be able to work towards attaining educational goals and objectives, namely autocratic, laissez-faire, democratic and bureaucratic leadership styles. The application of each of the style should depend on the situation that confronts the principal.

- The review of literature also presented a paradigm shift from the traditional to the contemporary school of leadership. These leadership styles attempt to bring together leadership aspects such as personal characteristics, goal attainment, contingencies and situations. These styles are critical to the principal's leadership role since he/she carries out unique leadership functions and exercises influence in structural, operational and instructional matters within the school.

6.2.2 Findings from the phenomenological study

The phenomenological study that was carried out by the researcher through interviews, observations and analysis of relevant documents has revealed the following management and leadership challenges facing principals of the selected primary schools regarding the effective implementation of IQMS:

- Inadequate training
- Poor monitoring and support
- Poor management of resources
- Development and empowerment challenges
- Ineffective communication skills
- Ineffective change management skills

The researcher has on the premise of the above identified challenges made the following conclusions:

- ***Inadequate training*:** The study revealed that a knowledge gap exists among principals and educators regarding the implementation of IQMS. This came as a result of the inadequate training workshops that they were subjected to. The study found that principals as managers and leaders in the IQMS implementation process were not adequately trained in the new knowledge and skills required in carrying out the new mandate effectively. Educators who are supposed to assist the principal in implementing IQMS were also not well trained. Therefore the inadequate training workshops that were conducted to capacitate the people concerned led to a situation where the goals and expectations of IQMS could not be effectively realised.

- ***Poor monitoring and support:*** The study revealed that the two processes, namely monitoring and support remain critical in the implementation of IQMS. However these processes are not given the attention they deserve by most principals and the Department of Education to ensure proper implementation of IQMS in schools. One of the reasons why some principals

are not effectively monitoring the implementation of IQMS is the fact that some of them are also expected to offer lessons in addition to their managerial and administrative roles. This takes up most of their time since they are expected to plan, assess learners, record learners' performance and assist learners who are not performing well. And some principals do not even know what they are expected to do regarding monitoring and support.

The report also showed that the Departmental officials responsible for IQMS are not providing enough monitoring and support to schools. Notwithstanding this challenge, schools do submit IQMS reports to the Department of Education which are required during the last quarter of the school year. Most principals interviewed were found to be managing IQMS implementation as an event and not as a process. They only implement IQMS during the last quarter of the year as revealed by the educators who were interviewed.

- ***Poor management of resources:*** The research revealed that most principals interviewed do not have the necessary skills to manage resources that they have at their disposal. Schools need resources such as adequate classrooms, sports facilities, laboratories, libraries and Learning and Teaching Support Material (LTSM) for the principals and their staff members to perform to the best of their abilities. None of the selected schools have all of these resources but they do have basic human, financial, physical and informational resources which if managed properly can assist principal to implement IQMS.

  The study further revealed that all schools in the Klein Letaba Circuit are classified under Quintile 1 and as such they receive financial support every year from the department of education through the Norms and Standard Funding. However the principals and the SGBs of these schools are not utilising the money to procure resources that are needed to achieve educational objectives.

  Development and empowerment challenges: Nel and Haasbroek (1998: 432) hold that effective development and empowerment of employees is

necessary to ensure that employees achieve the required level of competence. The study revealed that schools consist of professionally qualified educators who work together collectively and support each other to attain the educational objectives irrespective of their diverse and different backgrounds. Most principals were found to be unable to exploit and harness the knowledge and skills possessed by their staff members since they fail to delegate IQMS roles and responsibilities among them. They shoulder the implementation of IQMS alone. This makes educators not to support principals in IQMS implementation.

The study found that educator development and empowerment programmes do not exist in most of the selected schools. Principals of these schools fail to design development programmes for their educators because they are not effectively evaluating the performance of individual staff members to determine their weaknesses. Most principals complained that they fail to design such programmes due to heavy workload.

- ***Ineffective communication skills:*** Effective communication remains an important skill through which principals can create a desired and shared understanding between themselves and their staff members. However, the study revealed that most principals do not have effective communication skills to transfer information to their staff members. Most schools do not have clear communication channels that are clearly defined.

  The study found that the manner in which communication happens in most schools is one of the reasons why principals are not getting support and commitment from their subordinates. Most principals are not able to create platforms for their subordinates to be able to participate in decision making processes of the school. Regular staff meetings are not held to discuss and reflect on the reports regarding the implementation processes of IQMS and other programmes. Effective communication is necessary to build trust and commitment among staff members to remain focussed on attaining the educational objectives of the school. It can also lead towards improving interpersonal relationship and honesty among stakeholders. It is important

for the development of quick feedback and transparency between principals and their staff members.

- ***Ineffective change management skills:*** The introduction of new educational legislations and programmes compels principals to continuously redesign the school's structure and procedures, redefine priorities and redeploy resources (Beckhard and Harris, 1987:30). The study found that most principals interviewed lack the necessary skills to manage the change process brought by the introduction of IQMS in schools. It has been more than five years since IQMS has been introduced in schools and most principals are still struggling to effectively manage its implementation.

  The introduction of IQMS brought along uncertainties among principals and educators. This led to the development of negative perceptions about the system. In some cases principals have to force their staff members to get involved in the IQMS implementation process. Some educators don not want to be evaluated because they feel they might lose their jobs because of poor performance. Principals are constantly faced with challenges of having to resolve disputes regarding the awarding of scores. Instead of dealing with these challenges, most principals choose not to involve educators in the implementation of IQMS.

6.3 Recommendations regarding challenges

The following recommendations are suggested out of the findings and conclusions that emanate from the research.

6.3.1 Inadequate training

The research revealed that the training workshops for principals were not adequate. During interviews principals showed knowledge gaps of understanding exactly what IQMS is all about and how it must be implemented. As Puri (1996: 116) puts it, no system can be effectively implemented unless the people responsible for the

implementation of the system are totally aware of all the requirements of the system. It is very much important that that those who are responsible for the implementation of IQMS be given enough time to understand the purpose, process, principles and procedures involved in the effective implementation of IQMS. Almost all respondents interviewed expressed dissatisfaction in the manner in which IQMS training was conducted.

As a new approach of evaluating the performance of educators, the introduction of IQMS demands that principals should be given enough time to acquire new knowledge and skills, so that they can be able to provide the necessary support to their staff in a manner that the objectives of the new system are realised. The implementation of IQMS needs a lot of training time since it involves advocacy, training, planning, self evaluation by educators, pre-evaluation discussions, classroom and outside classroom observations, feedback and discussions. It is therefore recommended that principals and educators responsible for the implementation of IQMS should undergo full training that should include all aspects involved in IQMS implementation.

6.3.2 Poor monitoring and support

Monitoring of any school programme, policy or project by the principal serve to augment the improvement process as it acts as a firm point against which progress can be judged. The study revealed that most principals are unable to carry out monitoring and support effectively because of workload. The research recommends that principals delegate some of their duties to their staff members so that they can be able to focus on monitoring the implementation of IQMS and other school programmes, policies and projects.

Effective monitoring will enable principals to assess the progress, quality and impact of the IQMS implementation process. Monitoring should be carried out against a well developed IQMS management plan. The research further revealed that all schools have the same IQMS management plans which were found to be implemented differently. In some schools educators are not even aware of the existence of such plans. The research recommends that principals discuss the contents of the IQMS

management plans with their staff members and ensure that they stick to the plan. This will enable them to constantly and continuously monitor progress being made and to detect any flaws that they might arise due to poor implementation. Principals should provide regular feedback from both monitoring and support processes in order to enhance the attainment of the IQMS objectives.

The research also established that some principals did not know what they should do regarding monitoring and support. Schools only submit IQMS reports to the Department of Education once per year. The Department of Education also, does not do monitoring and support constantly. The research recommends that there should be regular visits to schools to monitor the implementation of IQMS and provide support to schools that are experiencing problems. A detailed IQMS workshop should be conducted where among other things the role of principals regarding monitoring and support will be explained explicitly. Principals should report to the department on the progress made on the implementation of IQMS on a quarterly basis. This will provide the department with an opportunity to assess progress being made regarding the implementation of IQMS in schools. Monitoring and support by the Department should be an ongoing process in schools.

6.3.3 Poor management of resources

Principals as managers and leaders of schools are expected to manage the resources effectively to advance the achievement of the objectives and goals of the school. The principal should not only ensure that the necessary and adequate resources are available, but also that these resources are well managed (Mazibuko, 2007: 81). The research revealed that most principals lack skills to effectively manage and utilise resources at their disposal in order to achieve the objectives of their respective schools. It also established that almost all schools have basic resources which if managed and utilised properly, principals will be able to implement IQMS effectively.

Therefore the research recommends that principals be trained in resource management skills for them to manage and utilise resources effectively. The Department should hire administrative personnel in each school to assist principals in managing resources. Principals should always acquire resources and also ensure

that these resources are allocated in the same manner that is consistent with needs, goals and priorities of the school (Mazibuko, 2007: 82) The principals should advice the School Governing Bodies (SGBs) to allocate funds in their annual school budget for the procurement of resources that are needed to improve the quality of teaching and learning.

6.3.4 Development and empowerment challenges

The changes that have been taking place within the education system since the establishment of a democratic government in South Africa means that schools constantly have to adjust to new situations. Principals should continue to develop all personnel so that they can contribute towards the achievement of the school's objectives (Mazibuko, 2007: 86). Davidoff and Lazarus (2002: 147) argue that without ongoing programmes and processes to encourage and support staff development, schools become out of touch with educational trends and educators lose the sense of renewal and inspiration both for themselves and for their learners. Development and empowerment should be an integral part of the IQMS implementation in order to inculcate positive attitudes, knowledge and skills among educators.

Since one of the purposes of IQMS is to evaluate individual educators' performance in order to determine areas of strengths and weaknesses, this report recommends that principals with the assistance of the SMTs and SDTs should develop programmes aimed at addressing the weaknesses of individual educators. In cases where principals and their SDTs and SMTs do not have the capacity to carry out the development programmes, assistance should be sought from other professionals who are experts in the field. Realising that developing staff requires resources for effective implementation, the research recommends that principals should advice the School Governing Body to set aside funds for staff development purposes when they draft and approve the annual school budget.

However, development and empowerment cannot be achieved through specific development programmes only. It is therefore recommended that principals should also delegate authority and responsibilities to their staff members so as to develop

and promote their management and leadership skills. The implementation of IQMS should be a collaborative effort that needs every stakeholder to have a share of responsibility since the principal alone cannot complete all the responsibilities as outlined in the IQMS management plan.

6.3.5 Ineffective communication skills

Effective communication is a very important skill that every manager and leader should have in order to convey all the information that everyone within the school should know. Effective communication skills enable principals to create a desired and shared understating between themselves and their subordinates. The study has revealed that communication in most schools is not effectively managed. Channels of communications between principals and subordinates are not clearly defined. It is therefore recommended that school principals should create well-defined communication channels so that information can be transferred in a desirable manner between principals and their subordinates.

Effective communication plays a role in IQMS implementation processes where both principals and their subordinates have to participate. The research also established that some principals do not create the correct platforms for their subordinates to participate in all processes of IQMS implementation. It is therefore recommended that principals should involve their staff in the development and implementation of IQMS management plans in school. Principals should respect and timeously respond to concerns that are raised by dissatisfied staff members. This can lead towards improving and developing interpersonal relationship, trust, honesty, transparency and quick feedback between principals and staff members. Principals as managers and leaders of schools should create a conducive atmosphere that fosters healthy communication between themselves and staff members so that they are able to move towards the same direction regarding the implementation of IQMS.

6.3.6 Ineffective change management skills

Schools operate within constantly changing environments. As such, schools are forced to change as well to cope with the demands and needs of the communities

which they serve. The research revealed that most principals are unable to manage change in schools hence the poor implementation of IQMS. School principals as change agents play a crucial role to ensure that all people within and outside the school understands why change should take place. The research recommends that the Department of Education should conduct workshops to train principals in change management skills to capacitate them with the knowledge and skills that they need to implement change processes in schools.

Fullan and Miles (1999: 83) maintain that change initiatives require that substantial effort be devoted to such tasks as monitoring implementation, keeping everyone informed of what is happening, linking multi-change projects, locating unresolved problems and taking clear coping actions. Effective implementation of IQMS as a change process relies on the active involvement and support of all staff members. The research has also revealed that there are many negative perceptions among educators about IQMS. It is therefore recommended that principals should motivate their staff in order to rekindle the spirit of dedication and commitment to the implementation of the IQMS process. Principals should create a desire among their staff members to espouse change and motivate them throughout the change process.

6.4 Conclusion

As managers and leaders of schools, principals are entrusted with the responsibility to effectively manage and lead public schools to ensure that all educational processes, policies, legislations and programmes brought about to improve the quality of teaching and learning are effectively implemented. Through the research it became evident that principals should possess the necessary management and leadership qualities, competencies, skills, knowledge, expertise, techniques, values and attitudes so that they would be able to manage and lead schools towards the desired direction. The study revealed that principals are faced with serious management and leadership challenges that hinder progress towards the achievement of the IQMS objectives.

The findings from the review of literature revealed that principals as managers and leaders hold key positions within schools. They are the people who can break or make the schools. The management and leadership roles that these people play should be aligned with the broader vision of the school. Through their competencies, skills, knowledge, expertise, values, techniques and attitudes, principals should channel their effort towards the achievement of educational objectives. As managers principals should engage in the planning, organising, leading and controlling tasks of management in order to carry out the IQMS mandate successfully. Their leadership roles should be aimed at motivating and influencing their staff members to achieve the objectives of IQMS.

IQMS implementation requires principals to demonstrate effective management and leadership capabilities. This will enable principals to overcome challenges that make it difficult for them to carry out their mandate. Adequate IQMS training workshops are required to capacitate principals on how the process can be implemented. Principals will be able to monitor IQMS implementation process and provide support to educators and structures responsible for IQMS implementation. The Department of Education has a role to play with regard to monitoring the implementation of IQMS as well as to support schools that are experiencing implementation challenges.

Effective resource and change management skills remain the necessary attributes that principals should possess to implement IQMS. All educational resources and facilities may be there in schools, but the manner in which they should be managed by principals to realise educational goals remains a challenge. As change agents in schools principals are expected to create a conducive environment for change to take place. Effective communication skills are essential in ensuring that there is commitment, support and dedication towards the achievement of the objectives of IQMS. The implementation of IQMS requires the involvement of all stakeholders, a task which the principal should facilitate. Principals should lead in the development and empowerment of their educators because without a team that has the capacity to carry out its duties effectively, principals may find it difficult to manage and lead the implementation of school programmes and policies.

It is therefore expected that the findings that emerged from the individual interviews, observations, analysis of relevant documents, concepts and theoretical underpinnings from the review of literature will establish an understanding of the management and leadership challenges that are facing primary school principals in Klein Letaba Circuit in implementing IQMS. It is also believed that the recommendations that have been put forward will assist both school principals and the Department of Education to use effective ways that can lead towards the effective implementation of the system.

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APPENDIX A

INTERVIEW QUESTIONS FOR PRINCIPALS

1. How long have you been working as a principal?
2. What do you understand about IQMS in terms of its purpose, process and procedures?
3. Did you receive any training in IQMS? If so, how long was the training?
4. Were members of the School Management Team and staff trained in IQMS?
5. What role do you play in the implementation of IQMS?
6. Does your school have an IQMS management plan? If so which phase are you currently engaged in?
7. How often do you monitor and evaluate its implementation process?
8. How do you involve your SMT and educators in the implementation of IQMS?
9. How often do you send IQMS reports to the Department of Education?
10. What are the general perceptions of your staff members?
11. Is there any support and commitment from you staff members?
12. How often do you receive support from the Department of Education?
13. What do you think are the challenges that you are facing with regard to the implementation of IQMS?
14. Does your school have a staff development plan?
15. Does your school have enough resources for the implementation of the system?
16. How do you communicate with your staff members regarding the implementation of IQMS?
17. What benefits does your school in general derive from the implementation of IQMS?

APPENDIX B

INTERVIEW QUESTIONS FOR EDUCATORS

1. How long have you been working as an educator?
2. What do you understand about IQMS in terms of its purpose, process and procedures?
3. Did you receive any training in IQMS? If so, how long was the training?
4. Did your principal and members of the School Management Team receive training in IQMS?
5. What role do you play in the implementation of IQMS?
6. Does your school have an IQMS management plan? If so which phase are you currently engaged in?
7. How often does your principal monitor and evaluate its implementation process?
8. How are you and the SMT involved in the implementation of IQMS?
9. How often does your school send IQMS reports to the Department of Education?
10. What are your general perceptions about IQMS?
11. Is there any support and commitment from you staff members?
12. How often does your school receive support from the Department of Education?
13. What do you think are the challenges that your principal is facing with regard to the implementation of IQMS?
14. Does your school have a staff development plan?
15. Does your school have enough resources for the implementation of the system?
16. How does your principal communicate with staff members regarding the implementation of IQMS?
17. What benefits does your school in general derive from the implementation of IQMS?

APPENDIX C

INTERVIEW QUESTIONS FOR DISTRICT OFFICIALS

1. How long have you been working as an official in the District IQMS Coordinating Unit?
2. Did principals and educators receive any training in IQMS? If so, how long was the training?
3. Do you think principals understand the principles, purposes, processes and procedures of IQMS?
4. What role do you play in the implementation of IQMS in schools?
5. Does your Unit have an IQMS management plan? If so which phase are you currently engaged with?
6. How often do you monitor and evaluate its implementation process?
7. How often do you receive IQMS reports from schools?
8. What are the general perceptions of principals regarding IQMS?
9. Do you think educators support principals in the implementation of IQMS?
10. How often do you provide support to schools with challenges regarding the implementation of IQMS?
11. What do you think are the challenges that are facing principals with regard to the implementation of IQMS?
12. Do schools have staff development plans?
13. Do schools have enough resources for the implementation of the system?
14. How do principals communicate with their staff members regarding the implementation of IQMS?
15. What benefits do schools in general derive from the implementation of IQMS?

Appendix D

P.O. BOX 4889
GIYANI
0826
15 FEBRUARY 2010

Enq : Makhuvele S.T Cell no. : 083 735 1549/084 429 1955

Email : sevhamakhuvele@webmail.co.za

The District Senior Manager
Mopani District
Department of Education
P/Bag X578
GIYANI
0826

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a student presently doing a Masters programme in Public and Development Management. I am registered with the University of Witwatersrand in Johannesburg and would therefore like to submit the above request to conduct research in Klein Letaba Circuit on the following topic: **IQMS IMPLEMENTATION: A MANAGEMENT AND LEADERSHIP CHALLENGE FOR PRIMARY SCHOOL PRINCIPALS IN KLEIN LETABA CIRCUIT.**

I would like to carry out my research on the topic from seven selected schools where one principal and one educator from each school will be interviewed. To get a broader perspective on the topic, two officials attached to the District IQMS Coordination Unit will also form part of my research. I therefore promise that should permission be granted, the interviews will be conducted after work.

Thanking you in anticipation

Yours faithfully
……..
Makhuvele Sevha Thomas (Mr)