

**EMPOWERING EDUCATOR TEAMS TO IMPLEMENT THE  
INTEGRATED QUALITY MANAGEMENT SYSTEMS IN  
SECONDARY SCHOOLS IN THE KATHORUS AREA**

by

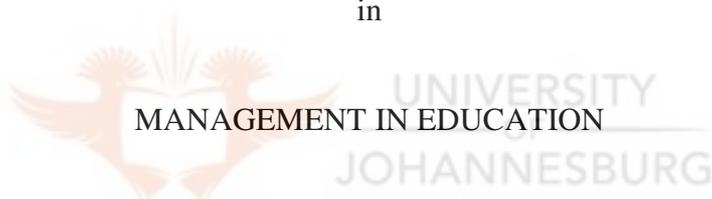
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UNIVERSITY OF JOHANNESBURG

**SUPERVISOR: PROF R MESTRY**

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## DECLARATION

“I, THAMSANQA SOLMON HLONGWANE declare that:

EMPOWERING EDUCATOR TEAMS TO IMPLEMENT THE INTEGRATED  
QUALITY MANAGEMENT SYSTEMS IN SECONDARY SCHOOLS IN THE  
KATHORUS AREA

is my work, that all the sources used or quoted have been indicated and acknowledged  
by means of complete references, and that this thesis was not previously submitted by  
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DATE

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## ***DEDICATION***

*This work is dedicated to my dearest wife Velephi and my sons Nhlanhla and Sifiso and my late daughter Thembi and the loving grand daughter Sinenhlanhla, for their constant patience, encouragement and support.*



## SYNOPSIS

Educator teams in secondary schools of the Kathorus area, lack the formal decision-making authority to implement the Integrated Quality Management System (IQMS) successfully. These teams lack the formalised horizontal structure that could empower them to decentralise decision-making authority among educator teams at all levels of the school and provide a lateral communication system in which members of teams communicate directly with one another in an organisation. The educator teams have not received effective training on the implementation of the IQMS from the Department of Education (DoE) and the DoE has not provided these teams with regular training programmes in their schools on implementing the IQMS successfully. Consequently, educator teams have been frustrated and have shown feelings of hopelessness, despair, and apathy, and a lack of commitment to their profession.

The general aim of the study was to determine how educator teams can be empowered to implement the IQMS in secondary schools successfully. In order to investigate the empowerment of educator teams for implementing the IQMS successfully in these schools, the specific objectives were to:

- explore the meaning of empowerment and determine the implications of empowerment for implementing the IQMS.
- determine the perceptions of educators and school management teams (SMTs) on empowering educator teams to successfully implement the IQMS in secondary schools.

The study introduced the problem of this inquiry and presented the background of the research problem, which was associated with the failure to successfully implement the IQMS in schools and the lack of authority of educator teams to implement the IQMS effectively. The problem statement, research questions and specific sub-research questions, the aims and objectives of the study and the research methodology, ethical considerations and the significance of the study were discussed.

A literature review was undertaken with the aim of evaluating the existing knowledge on the field of empowering educator teams in implementing the IQMS in schools. The inquiry examined the various theories and models to determine how educator teams can be empowered to implement the IQMS in secondary schools successfully. These theories and models included organisational behaviour (OB); organisational development (OD) theories; systems theory and socio-technical systems theories; educational management theories and models; leadership theories; task-oriented and people-oriented approaches and power theories; Vroom-Jago and Lawler high-involvement leadership models; theories of motivation; and theories and models of change. The views of the different researchers on the empowerment of teams were synthesised by the author of the study for developing a theoretical framework for this inquiry. Using the literature, a theoretical framework was also developed for this inquiry.

The research design and methodology which included the qualitative research method, ethnographic design, purposive sampling, and research tools (interviews, observation, and document analysis techniques for data collection) were discussed. The methods of data collection of the inquiry were clearly outlined. Using the ethnographic design, the study aimed to determine how educator teams could be empowered to implement the IQMS successfully in these schools. The role of the researcher, ethical considerations, and the trustworthiness of the study were also discussed. The analysis and interpretation of data, which included the themes and sub-themes that emerged from the data on the perceptions of educators and SMTs on the empowerment of educator teams to implement the IQMS successfully in secondary schools in the Kathorus area, formed a nucleus of this study. The empirical research findings on the perceptions of educators and SMTs were highlighted. A summary of the study and a list of recommendations on how educator teams can be empowered to implement the IQMS effectively were also provided. The topics for further research on the empowerment of educator teams for implementing the IQMS in these schools successfully were presented.

## ABBREVIATIONS AND ACRONYMS

DA	:	Development appraisal
DAS	:	Developmental Appraisal System
DoE	:	Department of Education
DSGs	:	Development support groups
DTT	:	District Training Team
D6	:	District 6
EEA	:	Employment Equity Act No.55/1998
EEA	:	Employment of Educator Act 76/1998
ELRC	:	Education Labour Relations Council
GDE	:	Gauteng Department of Education
HoD	:	Head of Department in schools
HoD	:	Provincial Head of Department
IQMS	:	Integrated Quality Management System
LRA	:	Labour Relations Act 66/1995
NAPTOSA	:	National Professional Teachers Organization of South Africa
NEPA	:	National Education Policy Act 27/1996
N-Ach	:	Need for achievement
N-Aff	:	Need for affiliation
N-Pow	:	Need for power
NGO	:	Non-governmental organizations
NTT	:	National Training Team
OB	:	Organisational Behaviour
OBE	:	Outcomes-Based Education
OD	:	Organisational Development
OFSTED	:	Officials from the office of standards
PGP	:	Personal Growth Plan
PM	:	Performance Measurement
PMS	:	Performance Management System
PTT	:	Provincial Training Team
RCL	:	Representative Council of Learners
RNCS	:	Revised National Curriculum Statement
SACEA	:	South African Council of Educators Act No. 31/2000

SACE	:	South African Council for Educators
SADTU	:	South African Teachers Union
SAOU	:	Suid Afrikaanse Onderwyser Unie
SASA	:	South African Schools Act No. 84/1996
SDT	:	Staff Development Team
SGB	:	School Governing Body
SIP	:	School Improvement Plan
SMT	:	School Management Team
SMWT	:	Self-managing Work Team
SRC	:	Students' Representative Council
STS	:	Socio-technical Systems
WSE	:	Whole School Evaluation



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## **CHAPTER ONE**

### **CONTEXT OF THE PROBLEM**

#### **1.1 INTRODUCTION**

Since the first democratic elections in South Africa in 1994, fundamental changes have occurred in education as a result of new educational legislation and policies. The educational legislation included the South African Schools Act (Republic of South Africa, 1996) that aimed to unify and decentralise decision-making powers in the school community. The purpose of the South African Council for Educators Act (Republic of South Africa, 2000) was aimed to promote the professional development of educators. Policies such as the Outcomes-based Education (OBE) and Norms and Standards for School Funding, were implemented to improve school performance (Coetzee & Bray, 2004:33, 37; Brunton & Associates, 2003: E-2; H-46; Bisschoff & Mestry, 2003:10; Parker, 1998:8). It is clear that these Acts and policies were aimed at the transformation of the education system. However, these legislation and policies were introduced and implemented at a fast pace to improve school performance, sometimes with disastrous results. Many policy frameworks of the Ministry of Education were not implemented in schools because educator unions, such as the South African Teachers Union (SADTU), the National Professional Teachers Organisation of South Africa (NAPTOSA) and the Suid-Afrikaanse Onderwysers-Unie (SAOU) were not consulted and thus, opposed its implementation.

The Education Labour Relations Council (ELRC) (2003) introduced a new policy called the Integrated Quality Management System (IQMS) in 2003. The IQMS is a quality management system designed to promote professional development for school-based educators. The IQMS consists of three programmes that are aimed at enhancing and monitoring performance of the education system. These programmes are the Developmental Appraisal System (DAS), the Performance Management System (PMS), and the Whole School Evaluation (WSE). The objectives of the DAS are to appraise individual educators in a transparent manner in order to determine areas of strength and weaknesses and to develop programmes for individual professional

development. The objectives of the PMS are to evaluate individual educators for salary progression, grade progression, affirmation of appointments, and rewards and incentives. The objectives of the WSE are to evaluate the overall effectiveness of a school as well as the quality of teaching and learning. The overall purpose of the IQMS is the professional development of educators and school improvement (Education Labour Relations Council, 2003a:3-5; Education Labour Relations Council, 2003b:1-2). These programmes were to be implemented in schools.

The IQMS policy requires that every institution measures its structures for effective management and leadership. The structure refers to the components of an organisation and how these components fit together to produce a whole (Hatch & Cunliffe, 2006:114; Ivancevich, Konopaske, & Matteson, 2005:596; Ivancevich & Matteson, 1996:577, 590; Schermerhorn, 1999:364). The structures to implement the IQMS in schools were clearly spelt out in the policy. These include school management teams (SMTs) comprising the principal, deputy principal, and heads of department; school governing bodies (SGBs), the staff development teams (SDTs) comprising of the principal and educators who were democratically elected by staff; and development support groups (DSGs) which, for each educator, consists of their immediate senior and other educators (Education Labour Relations, Council 2003b:2-6; Education Labour Relations, 2003a:5). In this research, the structures mentioned above will be referred to as educator teams (Steinmann, 1999:55; West-Burnham, 1994:265).

Despite the introduction of the IQMS for school effectiveness and professional development of educators, the IQMS was characterised by the implementation “gap” between intentions of the Ministry of Education and actual practice, particularly in previously disadvantaged schools. The problems that are associated with the failure of implementing the IQMS in schools are many. Firstly, the SDTs were required to perform management and leadership responsibilities outside the classroom (Education Labour Relations Council, 2003a:13-14; Education Labour Relations Council, 2003b:12-13). These teams lacked the necessary authority to perform management and leadership responsibilities, and formal decisions resided with the principal. The Schools Act (Section 16.3) provides that the principal of a public school is accountable for the professional management of the school under the authority of a

provincial Head of Department (HoD), and Section 16 (1) provides for a SGB in public school statutory powers to govern the school (Bisschoff & Mestry, 2003:18; Coetzee & Bray, 2004:44). The Act however does not provide SDTs with authority to perform management and leadership responsibilities. The lack of authority for SDTs disempowers these teams to implement the IQMS effectively.

Secondly, it appeared that educator teams in schools lacked interdependence and cohesiveness since members of these teams worked in isolation. For successful implementation of the IQMS, educator teams need to collaborate. However, collaboration and teamwork cannot occur without interdependence and cohesiveness. Interdependence means that one team member's performance is dependent upon the input and output of other team members (West, Tjosvold, & Smith 2003:2; Recardo, Wade, Mention, & Jolly, 1996:6). Cohesiveness is the strength of the group or team members' desire to remain part of their groups (Thompson, 2004:91; Greenberg & Baron, 2003:283). Interdependence and cohesiveness imply that educator teams need to work closely together as teams, develop team spirit, be mutually accountable and be committed towards a common purpose of implementing the IQMS. Interdependence and cohesiveness are central in Ubuntu philosophy characterised by Ubuntu values which include collaboration, teamwork, sharing and caring. Ubuntu, literally translated means "I am because we are - I can be a person through others" (Van Deventer & Kruger, 2003:70; Robbins, Odendaal, & Roodt, 2003:420). It is in this context that educator teams could be empowered to implement the IQMS successfully.

The third problem of the changes to implement the IQMS in schools was that the IQMS was introduced too rapidly and educators lacked effective training for the successful implementation of the IQMS. Training is a learning process that involves the acquisition of skills, concepts, rules or attitudes to enhance the performance of employees (Loock, Grobler, & Mestry, 2006:41). The Department of Education (DoE) used the "cascading" model to train educators on the implementation of the IQMS. The cascading model does not involve all educators in the training sessions. Instead, this model requires that those who attended training sessions should train other educators who did not attend the training on site. Thus, the cascading model is inappropriate to equip educators with the necessary information and skills to

implement the IQMS (Kganyago, 2004:33; Mabotsa, 2005:3). Educators did not receive regular training from their schools to ensure continuity of what they gained from the training provided by the DoE either. It is for these reasons that the training provided by the DoE and schools were insufficient to empower educators to implement the IQMS successfully.

Fourthly, the activities of educator teams are “fragmented” and lack the necessary coordination. Coordination occurs when two or more people perform tasks that are directed towards the same outcomes (Van Deventer & Kruger, 2003:123). It appears that principals and SMTs in schools are unable to coordinate the activities of educators into meaningful teams. But, principals are reluctant to delegate SDTs to coordinate the activities of educators. For effective implementation of the IQMS, coordination needs to be performed jointly by the principal and the SDTs in a school as it occurs in organisations that use teams effectively (Ivancevich & Matteson, 1996:266).

The final problem associated with the implementation of the IQMS is that it seems that the DoE did not engage educators in programmes characterised by theories and models for change to empower educators in understanding the intentions of the DoE on the IQMS and its implementation, and ensuring educators’ psychological safety, since people do not naturally embrace change (French & Bell, 1995:94). A theory is a statement about how things are connected and the purpose of a theory is to explain why things happen as they do (Henning, Van Rensburg, & Smit, 2004:14). A model is a simplified or abstract representation of a process, device or concept that aids understanding of a problem, situation, process or device. The models are also called paradigms or frameworks of possible explanations about how things work (Rothwell & Kazanas, 1992:5; Newstrom & Davies, 1993:31). For these reasons, this inquiry focuses on learning processes, Lewin’s three-stage model and Burke-Letwin’s model, to empower educator teams to understand how to implement change. These change models are crucial to overcome resistance to change (Elrod & Tipett, 2002:274). The belief in this inquiry is that these problems need to be resolved before any effective implementation of the IQMS can occur.

Notwithstanding that the implementation of the IQMS is problematic, the IQMS has introduced educator teams to ensure school effectiveness and the professional development of educators. In the IQMS, teams such as the SMTs, SGBs, SDTs, and DSGs are required to collaborate and reach consensus in its successful implementing of the IQMS. The establishment of educator teams in schools is in line with many organisations that have introduced work teams with the hope that these teams will enable organisations to become more effective and efficient in attaining their goals (Ivancevich *et al.*, 2005:531, 546;). The benefits of teams in organisations included decentralisation of authority among team members and increased empowerment and participation of team members in decision-making processes; the flattening of hierarchical organisations ensuring flexibility and higher levels of productivity in organisations and the creation of opportunities for employees to learn and produce synergy to perform complex tasks (Ivancevich *et al.*, 2005:395, 547; Robbins, Odendaal, & Roodt, 2003:216; West *et al.*, 2003:167; West, Tjosvold, and Smith, 2005:151; Thompson, 2004:4, 9). The key characteristics of the effective teams include clear purpose and roles; shared responsibility and accountability; an open communication system; interdependence and cohesiveness; coordination of team activities and shared leadership (Ross, Rix, & Gold, 2006:2; Thompson 2004:4, 9; French & Bell, 1995:170). Thus, the introduction of educator teams is crucial to ensure school effectiveness and professional development of educators. However, educator teams lack the necessary authority to make decisions and without decision-making powers, these teams may not perform their tasks successfully.

For these reasons, the researcher of this study, proposes that educator teams be empowered as self-managing work teams (SMWTs) in order to make a difference in implementing the IQMS in schools. SMWTs are empowered to perform the management responsibilities and leadership roles that are performed by educator teams which have been discussed in this inquiry. In addition to management and leadership responsibilities, SMWTs are also delegated with formal authority to make decisions on how to perform their responsibilities (Ivancevich *et al.*, 2005:395). The delegation of SMWTs with management and leadership responsibilities and decision-making authority, empowers these teams to carry out their tasks effectively. It is in this context that, when educator teams are delegated with management and leadership responsibilities, such delegation needs to be coupled with decision-making authority for

these teams to implement the IQMS successfully. SMWTs are autonomous work groups who are empowered with formal authority to perform the “managerial” tasks that were previously only done by the manager of the organisation. SMWTs have autonomy and discretion to determine how to achieve the goals of an organisation (Hatch & Cunliffe, 2006:40; Brewster, Dowling, Grobler, Holl, & Warnich, 2000:9; Green & Baron, 1997:68, 272; Mohrman, Cohen & Mohrman, 1995: 50, 269). These views imply that principals in schools need to delegate authority, which previously resided only with them, to educators in an effort to decentralise authority among educator teams which may lead to the effective implementation of the IQMS.

Decentralisation is the process of delegating power and authority from higher to lower levels within an organisation and relies on lateral relationships which are characterised by less opportunity for being ruled by command (Joubert & Bray, 2007:15; Greenberg & Baron, 2003:554). In this regard, decentralisation of authority could result in the empowerment of educator teams. Empowerment is a process of development and growth that enables employees to take independent decisions and have a sense of ownership of their work (Carl, 2003:8; French & Bell, 1995:94). Empowerment occurs when the principal gives the decision-making authority to those delegated with tasks (Van Deventer & Kruger, 2003:118). Empowerment in this context implies that educator teams need to be given authority to make decisions on how to implement the IQMS. Giving authority to educator teams will make these teams experience a sense of “ownership” and allow them to take control of the implementation of the IQMS (Robbins, 1997:294; Yeatts & Hyton, 1998:210). Thus, educator teams need to be empowered as SMWTs in an effort to implement the IQMS. SMWTs are used in a team-based organisation characterised by a horizontal or flat structure.

A team-based organisation is an organisation that uses any type of team as core building blocks or units. This term was coined to describe a new form of organisation in which teams are central. A team-based organisation is designed to support teams (Mohrman *et al.*, 1995:xv; West *et al.*, 2003:189; West *et al.*, 2005:150). A team-based organisation is characterised by a horizontal or flat structure that decentralises decision-making authority among team members at all levels of the organisation and provides a lateral communication system in which members of a team communicate directly with one another in an organisation. The lateral communication system is crucial for

SMWTs to cooperate, adapt and respond with effectiveness and efficiency to a changing environment (West *et al.*, 2003:201; Pokrans, 1995:9). Thus, the horizontal structure of a team-based organisation is crucial for educator teams to decentralise decision-making authority among educator teams at all levels of the school. The horizontal structure also provides a lateral communication system in which educator teams can communicate directly with one another in order to implement the IQMS. Thus, the horizontal structure of a team-based organisation is crucial for the effective implementation of the IQMS.

In contrast, educator teams in South Africa are used in bureaucratic schools that are characterised by hierarchical structures and are managed according to the “top-down” approach in which educators are rigidly controlled (Thurlow, Bush, & Coleman, 2003:45, 490; Jansen, 1998:12; Steinmann, 1999:29). The bureaucratic schools characterised by the hierarchical structures are inadequate to empower educator teams to implement the IQMS. Bureaucracy refers to an organisation characterised by a centralised authority, specialisation of labour, and tight controls in which team members are accountable to one manager (Ivancevich, *et al.*, 2005:545; Greenberg & Baron, 2003:564; Ivancevich & Matteson, 1996:589). Thus, the bureaucratic nature of schools and hierarchical structures disempower educator teams to implement the IQMS, since decision-making authority is centralised in the hands of the principal (Ivancevich *et al.*, 2005:452). Strauss (2002:74), Steyn (2003:3) and Weiss (2001:322) who support similar views state that the bureaucratic organisation characterised by the hierarchical cannot support and empower teams of any type to function effectively.

It is in this context that educator teams in schools should be empowered as SMWTs in order to implement the IQMS successfully. To ensure that educator teams are effectively empowered as SMWTs, South African public schools should be transformed from being bureaucratic and hierarchical organisations into team-based organisations. The aim of the research was to investigate ways that schools could use to empower educator teams in implementing the IQMS successfully in secondary schools. This research was conducted in secondary schools in the Kathorus area on the East Rand of Gauteng Province.

## 1.2 PROBLEM STATEMENT

In this study it is argued that educator teams in secondary schools of the Kathorus area, lack formal decision-making authority to make decisions on how to implement the IQMS successfully. These teams lack the formalised horizontal structure that empowers them to decentralise decision-making authority among educator teams at all levels of the school. The educator teams also lack a horizontal structure that provides a lateral communication system in which team members communicate directly with one another in order to implement the IQMS effectively. The educator teams did not receive effective training on the implementation of the IQMS from the DoE and also did not have the regular training programmes in their schools to implement the IQMS successfully. These teams lacked the support of the unions to implement the IQMS. Consequently, educator teams were frustrated, showed feelings of hopelessness and apathy, and a lack of commitment to their profession (Henning *et al.*, 2004:24; Van Deventer & Kruger, 2003: 4; Grobler, 2003: 69).

Against this background, the question to be researched in this study can be encapsulated as follows:

**How could educator teams be empowered to implement the IQMS in secondary schools successfully?**

The study is further divided into answering the following sub-research questions:

1.2.1 What is meant by empowerment and what are the implications of empowerment in the IQMS?

1.2.2 What are the perceptions of educators (including the SMTs) on empowering educator teams to implement the IQMS successfully in secondary schools?

### 1.3 RESEARCH AIMS AND OBJECTIVES OF THE STUDY

In light of the problem stated above, the aims and objectives of the inquiry are given below:

The general aim of the study was to determine how educator teams can be empowered to implement the IQMS in secondary schools successfully. In order to investigate the empowerment of educator teams to implementing the IQMS successfully in secondary schools in the Kathorus area, the specific objectives were to:

1.3.1 explore the meaning of empowerment and determine the implications of empowerment in implementing the IQMS.

1.3.2 determine the perceptions of educators and SMTs on empowering educator teams to successfully implement the IQMS in secondary schools.

Having presented the research question and the aims and objectives of the study, the concepts that will be used throughout the inquiry will be defined next.

### 1.4 CLARIFICATION OF CONCEPTS

**1.4.1 Team-based organisation** is characterised by a horizontal structure and is designed to support teams (West *et al.*, 2003:188,191; West, *et al.*, 2005:150-1). A team-based organisation is viewed as crucial in this inquiry for its horizontal structure that decentralises decision-making authority among team members and provides teams with an open communication system. Thus, educator teams need to be empowered as SMWTs and operate in a horizontal structure in order to support these teams to implement the IQMS in schools successfully.

**1.4.2 Self-managed work teams (SMWTs)** are a group of people who are empowered with formal decision-making authority to perform their responsibilities (Ivancevich *et al.*, 2005:340; Recardo, Wade, Mention and Jolly, 1996:82; Brewster *et al.*, 2000:9). SMWTs delegated with autonomy to determine how to achieve the goals of the

organisation. They are also empowered to plan and schedule their work and to solve problems (Green & Baron, 1997:68,272; Brewster *et al.*, 2000:42; Recardo *et al.*, 1996:28). SMWTs are crucial in this research to empower educator teams in schools to implement the IQMS successfully since SMWTs are empowered to manage themselves and, with formal decision-making authority, to determine how to perform their functions and responsibilities in order to the achieve goals of the organisation.

**1.4.3 Learning organisation** represents a new perspective on learning that calls for a fundamental shift in the way organisations are managed with respect to education, training and development (Greenwood, *et al.*, 1993:7). At the heart of the concept of a learning organisation is the definition of “continuous learning” which is a systematic approach applied to increase learning in an organisation. The core disciplines that characterise the learning organisation are: a shared vision, personal mastery, mental models, team learning and systems thinking (Moloi, 2002:48; Weiss, 2001:6; Thomas, 1994:7; Schermerhorn, 1999:65,378). The notion of the learning organisation is critically important in the study because its creation will be a major factor in empowering educator teams in schools to learn and implement the IQMS successfully.

Having defined the core concepts of the research above, the inquiry will now focus on the research methodology which was employed in this study.

## 1.5 RESEARCH METHODOLOGY

### 1.5.1 Qualitative research method

The overarching aim of the study is to investigate various ways that could be employed to empower educator teams to successfully implement the IQMS in secondary schools and to determine the perceptions of educators (including SMTs) on how they perceive the use of educator teams in implementing the IQMS in secondary schools. For these reasons, the qualitative research method was chosen in this research. The qualitative research method is a process wherein the researcher collects and analyses data in a systematic way (McMillan & Schumacher, 1997:9). This is primarily interactive and humanistic in nature, the participants are involved in data collection and the inquirer is sensitive to participants. The data that emerges from this method are reported in words

(that is, the participants' spoken words) rather than in numbers (Brynard & Hanekom, 1997:29; Creswell, 1994:162; Creswell, 2003:183). Merriam (1998:148), McMillan and Schumacher (1997:269), and Fraenkel and Wallen (1993:384) maintain that observation, interviews and document analysis are used as central techniques for data collection in the qualitative methodology. Thus, this research method was viewed to be appropriate for the inquiry.

The research method alone cannot be sufficient for data collection, so the specific research strategy or design needs to be used with the method for data collection.

### **1.5.2 Ethnographic design**

The ethnographic design was chosen in this inquiry. An ethnographic design is a plan or blueprint of how the study will be conducted and includes a description of procedures for and conditions under which data collection takes place (De Vos, 1998:77; McMillan & Schumacher, 2001:36,391). The ethnographic design was chosen as the main strategy for data collection and analysis in the research since it focuses on the broad culture-sharing behaviour of individuals or groups (Creswell, 2003:199). In ethnography, the observer describes the culture of a group and the description takes the form of a narrative account called ethnography. Ethnography is a process of observing human behaviour in a holistic cultural context in which the observer describes the culture of a group in a narrative account (Charles, 1998:23). Ethnography should be understood in terms of how people make sense of their everyday world (Cohen, Manion, & Morrison, 2000:24).

Merriam (1998:11) states that educational ethnography typically deals with the culture of a school community or the culture of a specific group within an educational community. Educational ethnography is critically important for the study because the research focuses on educators including the SMTs in secondary schools in the Kathorus area. The ethnographic design of the inquiry is characterised by the design type that included strategies such as phenomenology, symbolic interaction, and historical method in an attempt to collect valid and reliable data (De Vos, 1998:80; Henning *et al.*, 2004:43). The design type was used to ensure validity of the data collected in the study.

In this inquiry, the researcher is a primary source of data collection and has the purpose of obtaining information on the perceptions of the educators and the SMTs in secondary schools of the Kathorus area, and on the empowerment of educator teams in implementing the IQMS in these schools. For this reason, purposive sampling was chosen for this study.

### **1.5.3 Purposive sampling**

Strauss and Myburg (2002:71) state that a purposive sample is used in qualitative research. According to McMillan & Schumacher (1993:378), sampling exists for the in-depth study of participants who have knowledge about the problem under investigation. The logic of purposeful sampling is that the participants selected can yield the best understanding and insight about the topic (Fraenkel & Wallen, 1993:374). Thus, purposeful sampling was viewed as suitable to yield rich information from educators and SMTs in secondary schools in the Kathorus area and how the problem under investigation could be solved (Merriam, 1998:61). The sample of educators and SMTs consisted of five secondary schools drawn from the target population of 35 secondary schools in the Kathorus area. These subjects were selected on the basis that they were knowledgeable and informative about the problem under investigation. They were considered to have rich and relevant information for the current study since they were directly involved in education.

### **1.5.4 Research techniques**

Schulze (2003:14), Strauss and Myburg (2002:41), and Hittleman and Simon (1997:195) hold the same view that qualitative data is collected by means of interviews, observation and document analysis techniques that complement one another. Schulze (2003:56) in particular, states that qualitative research designs use triangulation that, when more than one method is used, such as: interviews, observation and document analysis for data collection, to improve trustworthiness of data. Therefore, direct observation, interviews and document analysis were used as research tools in this study.

#### **1.5.4.1 Direct observation**

Henning *et al.* (2004:82) state that participatory observation is the hallmark method in ethnographic design to observe the participants in their natural settings. In this approach, the fieldwork method is central. Here, the researcher goes “into the field” to observe the subjects and record events as they reveal themselves (Mark, 1996:222). These views convinced the researcher of the great importance of visiting the respondents at their schools and to observe them in their natural settings. Audio and video-tapes as well as notes taken were used for recording the interactions, behaviours and experiences of the participants in an attempt determine the perceptions of the participants on the empowerment of educator teams to implement the IQMS successfully in schools (De Vos, 1998:244).

#### **1.5.4.2 Interviews**

In this research, both individual interviews and focus group interviews were employed for data collection. The individual interview method was used for the principals of various schools. Swanson and Holton (1997:98) state that senior managers are often reluctant to discuss their problems and weaknesses in front of other senior managers and subordinates, thinking that their colleagues might use the information against them. The focus group interviews comprised two educators and two SMT members (deputy principal and head of department) and only five participants selected from each school. The number of participants in a focus group was in line with the interview procedure in which the participants comprise a smaller number between three and five (Berg, 1998:100; De Vos, 1998:314). In the same light, McMillan and Schumacher (1997:269) and Opie (2004:39) maintain that the interview technique involves direct interaction between the researcher and informants, and is flexible and adaptable. The specific questions were indicated on the interview schedule (cf. Appendix A) and this schedule served as a guide.

#### **1.5.4.3 Document analysis**

In this research study, school documents that included school records were analysed in order to obtain information on the direct experiences of the informants. The school’s

documents were regarded as the primary sources (McMillan & Schumacher, 2001:263). Bogdan and Knopp-Biklen (2003:32) state that document analysis is the information obtained from materials produced by the participants. According to Merriam (1998:133), documents that include public and organisational records and artefacts are a third major source of data in qualitative research.

### **1.5.5 Data analysis and interpretation**

This study used different methods, including ethnographic analysis and the constant comparative method. The ethnographic study focuses on cultures, hence, the ethnographic analysis (Henning *et al.*, 2004:42; Merriam, 1998:12). The ethnographic analysis focuses on the culture itself found in the phenomenon which is referred to as *emic* or the “insider’s perspective”, versus *etic* or “outsider’s perspective” or view (Merriam, 1998:6,156; Henning *et al.*, 2004:44). The constant comparative method focused on the constant and continuous comparison of data and the construction of categories and subcategories (Merriam, 1998:169). The purpose for employing the ethnographic analysis and constant comparative method was to increase the reliability and validity of data. The data collected in the study was organised around themes, categories, and codes and reported in words (primarily the participants’ words) rather than in numbers (Creswell, 1994:162). The researcher of this study thought that the ethnographic analysis and the constant comparative method for data analysis was not sufficient to increase reliability and validity of data. For this reason, the interpretive approach was selected in the research study to increase the reliability and validity of data.

The interpretive approach is fundamentally concerned with meanings and seeks to understand social members’ definitions and understanding of situations so that it produces descriptive analysis of social phenomena (Henning *et al.*, 2004:20; Harley *et al.*, 1999: 67).

## **1.6 TRUSTWORTHINESS OF THE STUDY**

Merriam (1998:198) states that research results are trustworthy when there has been some accounting for their “validity and reliability”. For this purpose, trustworthiness in this study was achieved through verification of the information from different sources. These

sources included local and international literature and informants' positions about the findings of the study, while triangulation was used to verify information generated by different research tools, such as observation, interviews and document analysis (Creswell, 1994:4-7). This study also provided detailed and accurate descriptions of data. The criteria in Guba's model (cited in Schurink *et al.*, 1998:331; Krefting, 1991:215) were taken into account, namely, truth value, applicability, consistency and neutrality in which credibility, transferability, dependability and conformability ensure the validity and reliability of this research.

## 1.7 ETHICAL CONSIDERATIONS

Ethics are concerned with the application of moral principles to prevent harming others and to promote respect and fairness (Opie, 2004:25). Therefore, the researcher of this inquiry had to obtain permission from the "gate keepers", namely the Gauteng Department of Education and relevant school principals before collecting data from the schools themselves (cf. Appendixes D). The precautionary measures were taken into consideration to protect and safeguard the rights of the informants. These measures included revealing the research purpose of this study to the "gate keepers" and informants. Informants were assured about strict confidentiality of information, anonymity was ensured and the wishes of the informants were to be protected when reporting on data was done. Interviews were voluntary and school programmes were not disrupted by the interviews.

## 1.8 SIGNIFICANCE OF THE STUDY

This inquiry has created a body of knowledge (that is, knowledge in education management) on teams in a South African context, especially among the previously disadvantaged communities. The research has identified two "gaps" in knowledge. Firstly, there is a gap between the principal and educator teams resulting from the lack of formal authority. The principal has the legal authority to implement the IQMS whereas educator teams lack the authority to do so. The closure of this gap is to influence the principal to empower educator teams with formal authority to implement the IQMS successfully. For the principal to be successful in decentralising authority

among educator teams the principal needs to be both a member of the teams, while at the same time, continuing to manage the school (Mohrman, *et al.*, 1998:181).

Secondly, this study has also identified the “gap” in the lack of application of Ubuntu philosophy in schools. The closure of this gap is to apply Ubuntu philosophy in schools and empower the principals to a level of both team leaders and transformational leaders (cf. 2.2.12) in order to use the African perspective style of management and leadership guided by the principles and values (collaboration, teamwork, and caring) of Ubuntu philosophy. Ubuntu is translated in different ways that is, as morality, humaneness, compassion, care and empathy, sharing, honesty and humility (Van Deventer & Kruger, 2003:70; Robbins *et al.*, 2003:420). Philosophy is the body of the stated beliefs and values that guide all aspects of a person or an organisation, such as the factors that are to be considered during the decision-making process (Yeatts & Hyten, 1998:113). The importance of the application of Ubuntu philosophy in schools is that the characteristics of Ubuntu philosophy discussed above are similar to those of the IQMS. These characteristics include collaboration, teamwork and collegiality. It is in this context that Ubuntu philosophy and the African perspective’s style of leadership needs to be applied in these schools in order to ensure the successful implementation of the IQMS.

## 1.9 DEMARCATION OF THE STUDY

**Chapter one** has introduced the problem of this inquiry and presented the background of the problem. These included the problems that are associated with the failure to successfully implement the IQMS in schools and the lack of authority of educator teams to implement the IQMS effectively. The problem statement, research questions and specific sub-research questions, the aims and objectives of the study and the research methodology (including the qualitative research method, the ethnographic design, purposive sampling, the research tools, the clarification of concepts, issues of trustworthiness, data analysis and interpretation), ethical considerations and the significance of the study were discussed.

**Chapter two** will provide a literature review with the aim of evaluating the existing knowledge in the field of empowering educator teams in implementing the IQMS in schools. The views of researchers on the empowerment of educator teams will be

synthesised by the writer of this study into an integrated concept and a theoretical framework developed for this inquiry.

**Chapter three** will describe the research methodology which includes the qualitative research method, ethnographic design, purposive sampling, and research tools (such as interviews, observation, and document analysis techniques for data collection). The researcher's role, ethical considerations, and trustworthiness will also be discussed.

**Chapter four** discusses the analysis and interpretation of data which includes the themes, categories and subcategories that emerged from the data on the perceptions of educators and SMTs on the empowerment of educator teams to implement the IQMS in schools effectively.

**Chapter five** presents the empirical research findings on the perceptions of educators and SMTs. The findings were gained through the analysis and interpretation of data that emerged from the perceptions of educators and SMTs on the empowerment of educator teams. Chapter five also provides a summary of the study and a list of recommendations on how educator teams can be empowered to implement the IQMS effectively. This chapter will also provide topics for further research on the empowerment of educator teams to implement IQMS in schools successfully. Concluding remarks will also be included.

#### 1.10 SUMMARY

This chapter has shown how education legislation and policies effected transformation in the education system. To ensure transformation in schools, the Education Labour Relations Council (2003) introduced the IQMS for professional development and school effectiveness. In contrast, the implementation of the IQMS was characterised by numerous problems that resulted in a failure to implement the IQMS in schools successfully. Apart from the problems associated with the implementation of the IQMS in schools, advantages of the IQMS were highlighted. It was argued that for educator teams to be more effective in implementing the IQMS successfully in schools, these teams need to be empowered as SMWTs. It was explained that the SMWTs were empowered with decision-making authority to make decisions and

these teams are used as core building blocks in a team-based organisation characterised by a horizontal structure. The horizontal structure decentralises decision-making authority among team members and also provides a lateral communication system that allows team members to perform their responsibilities effectively. The empowerment of SMWTs with decision-making authority and a horizontal structure of a team-based organisation in which these teams function are viewed as key components to empower educator teams to implement the IQMS in schools successfully. In contrast to these views, educator teams were used in bureaucratic schools, characterised by hierarchical structures which did not support these teams to implement the IQMS successfully. The qualitative research method was discussed including ethnographic design; purposive sampling and research techniques for data collection; data analysis and interpretation; trustworthiness, ethical considerations; the significance and demarcation of the study.

The next chapter presents the literature review and provides the theoretical framework of the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

In Chapter 1 it was argued that for educator teams to be more effective in implementing the IQMS, these teams need to be empowered with decision-making authority. SMWTs are used as core building blocks in a team-based organisation characterised by a horizontal structure which decentralises decision-making authority among team members. The horizontal structure also provides a lateral communication system that allows team members to perform their responsibilities effectively. It was contended that delegating SMWTs with decision-making authority and used in a horizontal structure as core building blocks will empower these teams to implement the IQMS successfully in these schools. The general aim of this inquiry is to determine how educator teams can be empowered to implement the IQMS in secondary schools of the Kathorus area successfully.

For these reasons, a literature review is undertaken in this chapter to identify and understand what has already been researched on this to the topic. The assumption in this research is that the existing knowledge will provide insight into the field of empowering educator teams in implementing the IQMS in these schools (Mouton, 2001:87). The views of researchers is used to assist the inquirer of this research study to synthesise these views into a whole or integrated concept that could empower educator teams to implement the IQMS successfully (McMillan & Schumacher, 1997:612; Fraenkel & Wallen, 1993:553). The literature review includes both local and international literature the local sources are regarded as primary and the international ones as secondary.

This study is underpinned by the theoretical framework in which the modernist organisational theory is central. As the organisation theory developed, the modernists accepted social structure as a fact of organisational life and assumed that social structure is significant to determining both human behaviour and organisational performance (Hatch & Cunliffe, 2006:102). A theory attempts to describe complex

situations so as to produce an understanding of reality (Daft, 2004:24; Mark, 1996:19). The particular focus of a theory is called its phenomenon of interest. Theories help people to solve everyday problems or provide explanations for complex situations encountered in organisations and theories influence practice when they provide fresh insights into events and problems (Swanson & Holton, 1997:115).

This inquiry will examine the various theories and models to determine how educator teams can be empowered to implement IQMS in secondary schools successfully. These theories and models include organisational behaviour (OB); organisational development (OD) theories; systems theory and socio-technical systems theories; educational management theories and models; leadership theories; task-oriented and people-oriented approaches and power theories; Vroom-Jago and Lawler high-involvement leadership models; theories of motivation; and theories and models of change.

This chapter also focuses on the IQMS and the implementation of IQMS in public schools in the Gauteng province in South Africa; and the problems associated with the successful implementation of the IQMS in schools. The empowerment of SMWTs including accountability and responsibility, team-based rewards and lateral communication systems, team building and training, stages of team development, coordination of the activities, and team management structure. Ubuntu philosophy and the African perspective style of leadership; self-managed work teams (SMWTs); team-based and learning organisations; the use of SMWTs in a team-based and learning organisation respectively; culture of team-based and learning organisations and staff development. Distributed styles of leadership and transactional and transformational styles of leadership as well as management and leadership skills will also be discussed.

## 2.2 THEORETICAL FRAMEWORK

### 2.2.1 Organisational behaviour (OB) theories

An organisational behaviour theory is derived from the OB systematic study of organisational behaviour which is based on attitudes, actions, and behaviours of individuals and teams or groups in an organisation. In OB study, behaviour is viewed as operating at individual, team, and organisational levels. The aim in OB theory is to

attain expertise and learning skills to diagnose, predict, and apply concepts and techniques for changing behaviours in order to increase organisational effectiveness (Weiss, 2001:4, 6; Ivancevich *et al.*, 2005:10, Ivancevich & Matteson, 1996:419, 421; Daft, 2004:34). The study of OB is not a discipline or generally accepted science with an established theoretical foundation. The field of OB relies heavily on the recognised disciplines: psychology, sociology, cultural anthropology and political science. These sciences have provided the principles, scientific rigour, and models for OB. The field of OB is performance-oriented and focuses on the three levels of analysis: individuals, teams, and organisations which are congruent to levels of learning in a learning organisation (cf. 2.2.4.6). The questions that are central in OB are:

- Why do educator team members behave as they do?
- Why is one individual or team more productive than another?
- Why do managers continually seek ways to design jobs and delegate authority? (Ivancevich & Matteson, 1996:8, 20; Ivancevich *et al.*, 2005:10).

OB is crucial for this inquiry because the theories of OB help to describe how individuals and teams lead and manage change in organisations (Ivancevich *et al.*, 2005:10). OB theories focus on how organisational design (that is, structure, leadership roles, strategy, communication and reward systems) affects the attitudes and actions of employees and the skills needed for improving the behavioural performance of the employees in different settings (Weiss, 2001:4, 5). Therefore, OB theories are critically important in helping to understand how the organisational design of secondary schools in the Kathorus area empowers or disempowers educator teams from implementing the IQMS in these schools. These theories help to describe the behaviour of teams in different settings. Therefore, the OB theories will enable this researcher to analyse each element of the organisational design (such as, structure, leadership roles, strategy, communication and rewards systems and culture) of the schools' organisational design in different settings since the organisational structure and design are the important factors that influence the behaviour of individuals and teams in an organisation (Ivancevich & Matteson, 1996:577).

### **2.2.2 Organisation development (OD) theories**

Organisation development (OD) is a planned, systematic process in which the applied behavioural science principles and practices are introduced in an ongoing basis in organisations (French & Bell 1995:1, 26). One of the important foundations of OD is its use of participation and empowerment models. Participation in OD is not restricted to top management only but is extended throughout the organisation. Increased participation and empowerment are the central goals and values of the field of OD. French and Bell, (1995:94) state that research has show that increased participation and involvement are desired by most people and these concepts have the ability to energise people to strive for greater performance and to produce better solutions to problems while also enhancing the acceptance of decisions. To empower is to give someone power. Empowerment is achieved by delegating authority to individuals to participate, make decisions, contribute their ideas, exert their influence and be responsible (cf. 1.1). That is why participation enhances empowerment and empowerment, in turn, enhances performance. The goal of OD programmes is to improve the functioning of individuals, teams, and the organisation as a whole. The basic assumptions of OD are that teams are the fundamental units of organisations; rigid bureaucracies are likely to stifle the development of teams; and motivated employees will want to exercise self-control over their work (Puth, 1994:20; Stott & Walker, 1995:69; French & Bell, 1995:31, 74, 97). It is essential to understand that teams are used as basic building blocks in effective organisations and the use of teams as the core of school administration can make teams more effective.

The explanation of empowerment and participation in OD illustrates that these concepts are inseparable and intertwined. The interwovenness of participation and empowerment implies that principals in these schools should empower educators by giving them the authority to make decisions and to involve them in the decision-making processes so that educators can implement the IQMS effectively. Empowerment and participation are seen as fundamental to overcome any resistance educators may have to implementing the IQMS in schools. These concepts are key to increase the commitment of educator teams towards effective implementation of the IQMS in schools.

The OD assumptions help in understanding that the rigid bureaucracies are likely to stifle the development and innovation of teams in an organisation. The OD assumptions also show that teams are motivated when they exercise self-control over their work.

OD alone is not enough for the empowerment of educator teams to implement the IQMS successfully in schools however, it needs systems theory.

### **2.2.3 Systems theory**

Systems theory is a set of interrelated elements that function as a unit for a specific purpose (Naidu, Joubert, Mestry, Mosoge, & Ngcobo, 2008:77). This theory describes the behaviour of an organisation both internally and externally. Internally, the systems theory can be used to explain how and why people within organisations perform their individual, team or group tasks. Externally, systems theory refers to the transactions of organisations with another organisation or institution (Ivancevich *et al.*, 2005:21). The systems theory enables the researcher to describe the behaviour of individuals, teams or groups (Ivancevich & Matteson, 1996:23-24). For example, internally, in a school situation, the systems theory can help explain how and why people within a school perform their tasks (Naidu, *et al.*, 2008:77). These views suggest that this theory enables the researcher observe that the principals in secondary schools of the Kathorus area, control educators in the implementation of the IQMS since the principals have authority over the educators.

All organisations acquire resources from the outside environment of which they are part and, in turn, they provide goods and services demanded by the larger environment. The systems theory is one of the most powerful conceptual tools available for understanding the dynamics of organisations and organisational change. This theory views organisations as open systems in active exchange with their surrounding environment (French & Bell, 1995:89). Daft (2004:14), Schermerhorn (1999:5) and French and Bell (1995:89) define the term “system” in different ways. A system is viewed as a set of objects together with relationships between the objects and between their attributes; a set of elements standing in interaction; an organised, unitary whole composed of two or more interdependent parts, components or

subsystems and delineated by identifiable boundaries from its environmental subsystem; and as an arrangement of interrelated parts. The words “arrangement” and “interrelated” describe interdependent elements forming an entity, that is, the system. Thus, when taking a systems approach, one begins by identifying the individual parts and then seeking to understand the nature of their collective interaction. All open systems are input-process-output mechanisms. Systems take input from the environment in the form of, for example, energy, information, money, people, and raw materials. Systems do something to the inputs via throughput, conversion or a transformation process that changes the inputs, while systems export products to the environment in the form of outputs. Each of these three system processes must work well if the system is to be effective and survive. Every system has a boundary that separates it from its environment. The boundary delineates the system; what is inside the boundary is the system and what is outside the boundary is the environment. The boundaries of open systems are permeable in that they permit the exchange of information, resources, and energy between system and environment.

The open systems have purposes, the reasons for their existence. It is important to note that these purposes must align with the needs in the environment. For example, the organisation’s purposes will be reflected in its outputs, and if the outputs are not wanted by the environment, the organisation will cease to exist (French & Bell, 1995). The information is important to systems in several different ways. The feedback is information from the environment about system performance. The systems require two kinds of feedback, that is, negative and positive. The negative feedback measures whether or not the output is on course with the purpose and goals. The negative feedback is also known as deviation-correcting feedback. The positive feedback measures whether or not the purpose and goals are aligned with the environmental needs. The usefulness of the two concepts is that they demonstrate that it is not enough to merely measure the outputs versus the intended targets. The survival of the system is equally influenced by whether or not the targets themselves are appropriate. Another characteristic of open systems is a steady state or dynamic homeostasis (French & Bell, 1995:90). The systems achieve a steady state or equilibrium point and seek to maintain this equilibrium against disruptive forces, either internally or externally. The basic principle is the preservation of the character of the system. Systems also tend to get more elaborated differentiation and with differentiation there is a need for increased

integration and coordination. There can be subsystems within larger systems and systems can be arranged into a hierarchy of systems moving from less important to more important.

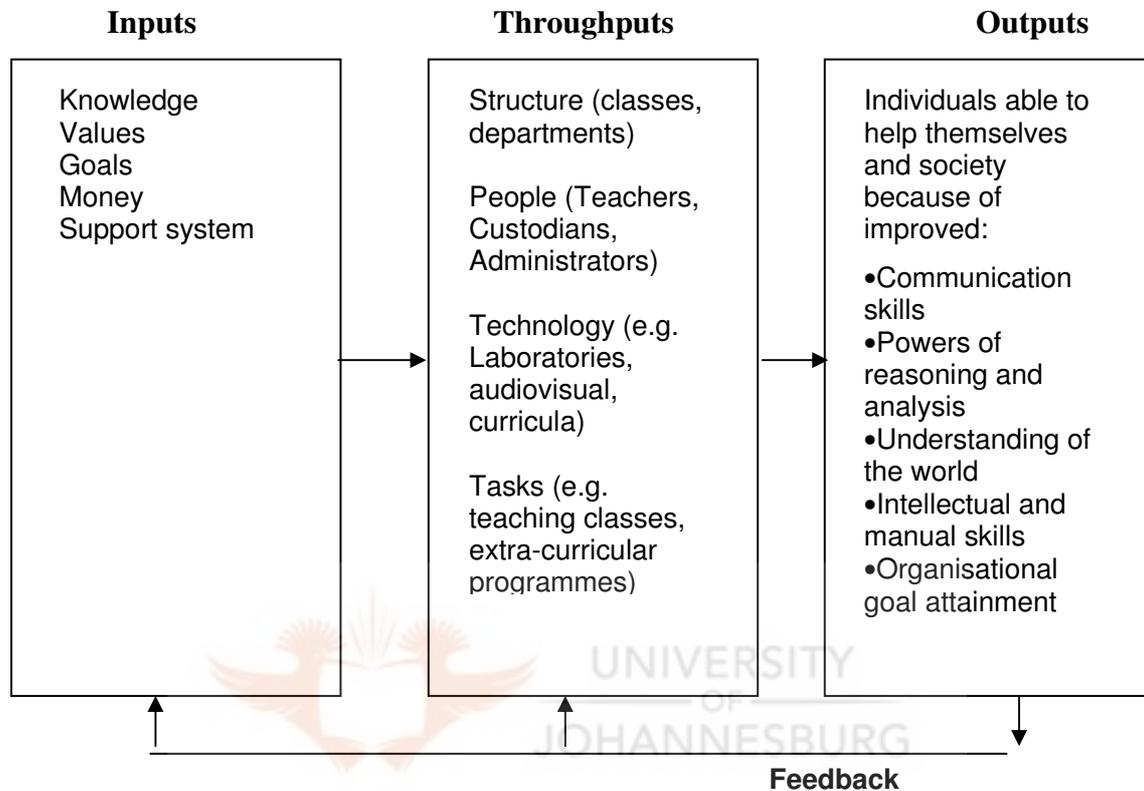


Figure 2.1: Schooling as an input-process-output system. Adapted from Bush (1995:33-35).

The characteristics of the systems theory that have been discussed above make this theory critically important in this study because systems theory focuses on the systems that have an impact on the individuals and teams in an organisation. The systems theory also focuses on interdependency, interconnectedness and interrelatedness of a set of elements that constitute an identifiable whole and open communication systems that are crucial for effective functioning and performance of teams in an organisation. In systems theory, the organisation is seen as one of the elements that act interdependently (Ivancevich *et al.*, 2005:22). Communication is also considered an essential process that permits interdependence among the parts of the organisation to operate effectively when they are made up of teams and teamwork (Puth, 1994:21). Interdependence

means that one team member's performance is dependent upon the inputs and outputs of other team members (West *et al.*, 2003:2; Recardo *et al.*, 1996:6). Building successful teams requires ensuring that team members are able to work together at solving problems and also to get together to systematically identify and discuss ways of solving problems more effectively (Greenberg & Baron, 2003:304-305). For these reasons, the systems theory is viewed as a key component for the empowerment of educator teams to implement the IQMS successfully in schools.

The systems theory alone cannot empower SMWTs effectively without the employment of socio-technical systems theory, hence, the systems theory and the socio-technical systems theory need to be integrated for the effective empowerment of SMWTs in a team-based organisation.

### **2.2.3.1 Socio-technical systems (STS) theory**

The significance of the systems theory for this study is that it embraces the socio-technical systems (STS) theory. The STS theory is a systems approach which focuses on the interrelationship of the social and technical systems within the organisation (Yeatts & Hyten, 1998:14). On the one hand, the technical system includes workflows and processes, procedures, instructions and information, techniques, tools, and physical space that are used in transforming the organisation's inputs to outputs. The technical system is also viewed by members of the social system as key to accomplish the tasks of the organisation. On the other hand, the social system of an organisation is seen as comprising the people who work in the organisation and the relationships among them. The social system consists of the staff, their attitudes and perceptions toward the organisation, their expectations and needs relative to their jobs, supervisory-subordinate relations, worker interrelations, the way jobs are grouped into units and the tasks that are completed (French & Bell, 1995:92). Advocates of STS theory explain that this approach examines the technical and social systems simultaneously, with the end goal of joint optimisation of the two: high task productivity and fulfilment for the employees.

The importance of the STS theory is that it explains that all organisations are comprised of two interdependent systems (the social system and the technical system)

and that changes in one system produce effects in the other system. The STS theory is the key conceptual foundation for re-design and organisation re-structuring. Furthermore, the STS theory suggests that in order to achieve high productivity and employee satisfaction, organisations must be structured to optimise both systems (Recardo *et al.*, 1996:82 & 89; French & Bell, 1995:92). A number of design principles have been developed to implement the socio-technical systems theory. These principles include the formation of SMWTs; training of team members in multiple skills; giving information and feedback to the people doing the work and identifying the core tasks to be accomplished. This theory, therefore, is essential for re-design and re-structuring of an organisation to focus on SMWTs. The significance of the STS theory in this research is that this theory suggests that schools wherein educator teams function also need to be re-designed and re-structured in order to implement the IQMS effectively. This means that secondary schools in the Kathorus area should be transformed from being bureaucratic and hierarchical structures into team-based organisations which could lead to job-satisfaction of the educator teams. The optimisation of both systems (namely, the social system and technical system) simultaneously could result in the successful implementation of the IQMS. Therefore, the organisational design of the secondary schools in the Kathorus area, needs to be transformed into the organisational design of a team-based organisation, in an effort to empower educator teams to implement the IQMS effectively.

#### **2.2.4 Educational management theories and models**

It is common for the terms “management” and “leadership” to be interchangeably used; however, they are not synonymous. The differentiation is not intended to distinguish between the role of a leader and manager because, generally, the manager is expected to manage and lead (Thurlow *et al.*, 2003:156). It is permissible to treat management and leadership as one. Leadership has an influence in an organisational setting which is meaningful and has a distinct impact on the achievement of the organisational goals (Ivancevich & Matteson, 1996:412; Ivancevich *et al.*, 2005:492). Leadership includes developing a vision and strategies for getting there. Direction and values help people to move towards the vision. Leadership is the ability to use strategic competences and influence effectively to accomplish organisational goals. A vision is a projected mental image of a possible and desirable future of an

organisation which articulates what the organisation wants to achieve. It is a picture of the future people want to create and visualise (Du Preez, 2003:10; Thurlow *et al.*, 2003:158). A vision provides a sense of purpose and direction for the organisation. Leaders gain much of their power from the less formal interplay of social influences. In contrast to leadership, management is more concerned with implementation-oriented routine, short-term and mid-term goals, tasks, and technical details (Weiss, 2001:194-195). Managers derive authority from their position in the organisation and use positional power to get things done or achieve the organisation's goals, using formal authority regardless of how they actually act in those positions (Du Toit, 1999:12). Management involves organising, staffing, planning, budgeting, problem-solving and controlling functions that are performed by all managers (Schermerhorn, 1999:12; French & Bell, 1995:290).

This inquiry focuses on the educational management and leadership theories and models. The knowledge and skills of educational management and leadership are critically important to empower educator teams to be effective in accomplishing the goals of the school. In support of this view, Thompson, (2004:12), Ivancevich and Matteson (1996:16), and Thurlow *et al.* (2003:34) argue that failure to use teams in most organisations is due to the fact that managers do not know how and when to use teams in an organisation effectively. Therefore, it is crucial to examine the educational management and leadership models with an aim to empower educator teams to implement the IQMS in these schools. Educational management theories of this study also include bureaucratic and collegial models.

### **2.2.5 Collegial models and participative management approaches**

The bureaucratic management approach involves centralised authority and tight controls in which team members are accountable to one manager and team members are told how they should carry out their tasks (Bush & West-Burnham, 1994:24).

The term “collegial” relates to a body of persons having a common purpose. The notion of collegiality has become enshrined in educational management as the most appropriate way to manage schools (West-Burnham, Bush, O'Neill, & Glover, 1995:12). The ideals and practices to which “collegiality” refers may also be expressed

through similar concepts such as democracy, participation, empowerment and collaboration (Bush, cited in Thurlow *et al.*, 2003:50). “Collegium” designates a structure in schools in which staff members have equal authority to participate in decisions that enhance a sense of ownership and innovation. Collegial models are opposed to bureaucratic models which refer to centralised authority and tight controls in which team members are accountable to one manager (cf. 1.1). Collegiality has become enclosed in educational management as the most appropriate way to manage schools (West-Burnham *et al.*, 1995:12; Bush & West-Burnham, 1994:38). Collegial theories assume that educators have a right to share in the decision-making process. Models of collegiality have shown that educators wish to participate more fully in the management of their schools and that the quality of decision-making is likely to be better when educators participate in the process. Effective implementation of decisions will then also be much more likely if educators have been involved, and thus “own” the outcomes (Thurlow, 2003:55; West-Burnham *et al.*, 1995:12); Steinmann, 1999:37). In the same context West-Burnham (1995:15) asserts that there are three advantages of collegiality. *Firstly*, there is ample evidence that educators wish to participate more fully in the management of their schools. *Secondly*, the quality of decision-making is likely to be better when staff participate in the process. Principals do not have a monopoly on wisdom or vision and the involvement of other staff increases the quotient of experience and expertise brought to bear on problems. *Finally*, the participation of the teaching staff is important because they usually have the responsibility of implementing changes in policy. The collegial theories are based on the assumption that educators desire to participate in decision-making and that educators have a right to share in the decision-making process. Collegial theories state that all educators possess expertise in contrast to the positional authority associated with bureaucratic models. In the collegial approach, it is assumed that authority of expertise exists when decisions are made on an individual basis rather than being standardised. This is in contrast to the positional authority associated with bureaucratic models. Therefore, the normative models of task-driven organisational management have been characterised by a call for distributed forms of leadership with managerial authority devolved to all staff members (Bush & West-Burnham, 1994:116). Collegiality encourages participative decision-making and sharing (Dimmock, 1993:7). It is in this context that schools cannot move forward unless everybody is involved in school decision-making (Mays *et al.*, 2006:31).

The views on collegiality and collegial theories show that these theories are crucial to empower educator teams in schools to participate in decision-making processes on an equal basis which may result in the effective implementation of the IQMS. The encouragement of educators to participate in decision-making processes on an equal basis is based on the notion of collegiality. The collegial theories also assume that organisations make decisions through a process of discussion leading to consensus (Naidu *et al.*, 2008:77). These authors state that in the collegial theories, power is distributed or shared among all stakeholders of the organisation who have a mutual understanding about the objectives of the institution. It is, therefore, critically important for principals in these schools to employ the collegial approaches in their management and leadership styles in an attempt to engage and empower educator teams in the decision-making process with an aim of implementing the IQMS effectively. The conviction in this inquiry is that the leader who employs participative management invites people to present their views and inputs before decisions are made and carried out. In contrast, the leader who uses autocratic management, often makes all decisions, controls everything, and has a tendency to tell the subordinates precisely what to do. Greenberg and Baron (2003:475) assert that research on group dynamics has demonstrated that increased participation and involvement are desired by most people and participation has the ability to energise people for greater performance, produce better solutions to problems, and enhance acceptance of decisions. The importance of involving educators in decision-making processes is participation overcomes resistance to change, reduces stress levels, and increases commitment towards the achievement of the goals of the organisation (French & Bell, 1995:94). Hence, the role of participatory management is to reduce the resistance to change (Elrod & Tipett, 2002:274). The collegial approach stresses the importance of building consensus and encouraging sensitivity to accommodate change and to take the variety of needs of staff in to consideration. For this reason, Knight and Trowler (2001:9) argue that participation is crucial in ensuring joint planning and ownership of change by all staff.

For reasons set out above, the collegial approach is central in SMWTs. Newstrom and Davis (1993:37) argue that where the collegial approach is used, employees tend to be responsive because they feel that they are needed and develop an obligation to uphold quality standards that will bring credit to their jobs and their organisation. The use of SMWTs increases worker involvement in an organisation (Schermerhorn, 1996:7).

Team leaders of SMWTs, empower these teams by employing participative management strategies that encourages and allows autonomy among members of SMWTs (Ivancevich *et al.*, 2005:197). In this manner, the collegial models promote active participative decision-making in schools which could lead to the effectiveness of implementing the IQMS successfully in these schools. It is in this way that educator teams in these schools should be empowered with authority to make decisions about the implementation of the IQMS. The principals in these schools should also be made aware that management manuals written in the rest of the world have also recognised the importance of collegial management (Roberts & Roach, 2006:6). Thus, the principals need to delegate authority to educators to make decisions in order to implement the IQMS successfully.

The collegial models and participative management approaches are not sufficient to empower educator teams as SMWTs to implement the IQMS successfully. Therefore, the principals in these schools need to integrate the collegial and participative management approaches with the leadership theories, approaches and styles to empower educator teams.

## **2.2.6 Leadership theories and models, approaches and styles of leadership**

### **2.2.6.1 Task-oriented and people-oriented approaches**

A key assumption in behavioural leadership theories is that leaders act and behave differently because of their various assumptions. The leadership theories state that different behaviours of leaders result in a particular leadership approach and styles being employed by a leader (Van der Merwe & Mampuru, 1999:54). The two distinct leadership approaches are referred to as the “task-oriented” approach and “people-oriented” approach (Bush & West-Burnham, 1994:24). The task-oriented leader’s practices are based on close supervision and control of the subordinates. The leader who adopts the task-oriented approach relies on coercion and legitimate power to influence the behaviour and performance of the followers. While the leader who accepts the “people-oriented” approach believes in delegating decision-making authority to followers and in creating a supportive work environment for their subordinates. This type of a leader is concerned with personal advancement and in

the achievement of the followers (Ivancevich *et al.*, 2005:496; Ivancevich & Matteson, 1996:81). These theories show that the people-oriented approach is more appropriate to empower educator teams to implement the IQMS successfully than the task-oriented approach, because the leader who uses the people-oriented approach delegates and decentralise decision-making authority among their followers.

#### **2.2.6.2 Power theories**

The leadership theories revolve around authority and power (Van Deventer & Kruger, 2003:139-149). These authors describe power as the ability to influence the behaviour of the followers from which the leader derives authority to enforce certain actions to achieve organisational goals. Luthans and Davis (1995:11) state that definitions of power are intertwined with the concepts of authority and influence. The terms power and influence are frequently used interchangeably in the organisational behaviour literature. However, there is a subtle, yet important difference (Ivancevich & Matteson, 1996:362). Power represents the capability which the leader uses to get someone to do something. Power is also derived from many sources. The sources of social power include legitimate power, reward power, referent power, coercive power, and expert power (French & Bell, 1995:305; Ivancevich & Matteson, 1996:363). *Legitimate power*: This is power based on the fact that everyone believes that the power-holder has a legitimate right to exert their influence and that the power-receiver has a legitimate obligation to accept that influence. *Reward power*: Here power is based on the ability of the power-holder to reward another, that is, to give something valued by the other. *Coercive power*: This power is based on the ability of the power-holder to control another. *Expert power*: This power is based on the power-holder possessing expert knowledge that is needed by the other. *Informational power*: This is a form of expert power where the power-holder possesses important facts or information needed by the other. These additional sources of power are also essential for leaders to manage teams. The participants at the lower level in an organisation often enjoy significant power in their relationships with those in positions of authority because the participants draw information from more than one of these sources (Hatch & Cunliffe, 2006:254).

The theories about sources of social power include the power dependence theory. The power dependence theory states that power is inherent in any social relationship in which one person is dependent upon another (Hatch & Cunliffe, 2006:258). According to this theory there is a social relation between two parties, with resources (commodities, goals, and rewards) that are controlled by one party and desired by another party. The power dependence theory is related to a broader framework of social interaction called social exchange theory which posits that what goes on between persons in their interaction with each other is an exchange of social commodities (love, hate, respect, power, influence, information, praise, rejection, attraction, for example). This theory promotes the understanding that power belongs to a person who has control over commodities. The power theories enable the inquirer to understand that power and influence are different, but that the two concepts are frequently used interchangeably.

The above discussion of the leadership and power theories, approaches and styles of leadership show clearly that the leadership approaches, power theories and styles are crucial for the empowerment of teams. It is in this context that the leadership approaches and power theories and styles of leadership are central in the current research study to empower educator teams to implement the IQMS effectively in schools.

The study will now discuss the team-based leadership models.

### **2.2.7 Team-based leadership models**

There are two key team-based leadership models that inform this research on the leadership of SMWTs. These models include the Vroom-Jago leadership decision-making model and the Lawler high-involvement model. The Vroom-Jago leadership decision-making model is used by a team leader to make decisions and a team leader can employ the Lawler high-involvement model to let teams participate in decision-making processes (Mohrman, *et al.*, 1995:57; Schermerhorn, 1999:274; Ivancevich *et al.*, 2005:500).

### 2.2.7.1 Vroom-Jago decision-making leadership model

The Vroom-Jago theory is designed to help a leader choose the best decision-making method in which the individual or authority decision, the consultative decision or the group or consensus decision is reached. An authority decision is one made by the leader and then communicated to the group (Ivancevich *et al.*, 2005:500). No input is asked of group members and they provide specific information only on request. A consultative decision is made by the leader after asking the group members for information, advice, or opinions. In some cases, the group members are consulted individually or the consultation occurs during a meeting of the group as a whole. In a group or consensus decision, all members participate in making a decision and work together to achieve a consensus regarding the preferred course of action. This approach to decision-making is a form of empowerment and it is successful to the extent that each member is ultimately able to accept the logic and feasibility of the final group decision. A single contingency proposition underlies the Vroom-Jago leader-participation model: Effective leadership results when the decision method used correctly matches the characteristics of the problem to be solved. There will be times when each of the three decision methods is most appropriate. For the manager who wants to be successful at leading through participation, the challenge is twofold:

- to know when each decision method is the best approach; and
- to be able to implement each well when it is needed (Schermerhorn, 1999:274).

The Vroom-Jago leadership decision-making model makes a distinction between two types of decision situations facing team leaders: the individual level and the team or group level (Ivancevich *et al.*, 2005:500). The individual decision situations are those whose solutions affect only one of the leader's followers. The decisions that affect several followers are classified as group decisions. In the decisions that are classified as group designs, the leader is regarded as another team member of the group and participates as a member of the team in which he or she shares the problem with the group. Together the subordinates with the leader generate and evaluate alternatives and attempt to reach a consensus on a solution. The leader does not try to influence the

group to adopt their solution and is willing to accept and implement any solution that has the support of the entire team (Ivancevich *et al.*, 2005:501).

The team leadership studies have adopted role-based approaches to measure the specific leadership behaviours adopted by team leaders to facilitate and direct teamwork. The premise of these studies is that team leaders must be competent at performing a diverse array of leadership activities. The Lawler high-involvement model is also important for the empowerment of teams.

#### **2.2.7.2 Lawler high-involvement model**

The Lawler high-involvement model postulates that people become involved in the success of the organisation when they have access to empowering resources. In the high-involvement model, power is both the authority to make decisions and the opportunity to influence decisions made elsewhere that impact on one's work (Mohrman, *et al.*, 1995:57). Thus, an empowered team is able to make a difference in the attainment of individual, team, and organisational goals because the team has clear direction and knowledge, skills, information, and resources to do its work or job. The provision of a clear direction and the participation of teams in decision-making processes, are empowering teams and is essential because teams know how and where they are supposed to be going to and how to get there. If there is no direction and collective participation teams feel disempowered. Thus, team participation in higher levels of goal setting empowers team members to understand goals across all levels of the organisation (Mohrman, *et al.*, 1995:280-281). In this model, teams have the power to make decisions within its scope and to influence decisions that are of a larger scope. Finally, team members experience positive outcomes when they perform effectively. Given this definition of power, it seems clear that a team will be more effective if the conditions for their high involvement are created and the team is empowered. The Lawler high-involvement model is significant to this study because the enquiry draws on the high-involvement model.

Given the above discussion of the Vroom-Jago leadership model, it is clear that this theory suggests group decision, in which all members participate in making a decision and working together to achieve a consensus regarding the preferred course of action, is

of paramount importance. This approach to decision-making as a form of empowerment may lead to the successful implementation of the IQMS because this approach encourages each and every member of educator teams to present their views. The Vroom-Jago decision-making leadership model also suggests that it is essential for a principal as a team leader to encourage educators to search on their own for solutions in solving problems as teams rather than to be dependent on the principal to provide educators with all the answers. For the Vroom-Jago's decision-making leadership model, this behaviour of a principal will empower educators to carry out their tasks and responsibilities in a responsible manner rather than waiting for the principal's decisions. The emphasis of the Lawler high-involvement model is on the involvement of educators in decision-making processes. For these reasons, it is imperative that the principals in these schools involve educators in decision-making in an effort to empower them. In this context, educators can implement the IQMS in schools effectively (Mohrman, *et al.*, 1995:58; Ivancevich *et al.*, 2005:501).

Notwithstanding the importance of the Vroom-Jago decision-making leadership model and the Lawler high-involvement model to empower educator teams, these models are not enough for the empowerment of the educator teams. These models, therefore, need to be integrated with team-based leadership styles to ensure the effective empowerment of educator teams in these schools. Theories of motivation are crucial to empower teams to perform their roles and responsibilities effectively.

## **2.2.8 Theories of motivation**

### **2.2.8.1 Maslow's hierarchy of needs**

Maslow arranged human needs into a hierarchy (see Figure 2.5 below). Maslow postulates that there is a hierarchy of needs in all individuals. He states that once the lower-order needs such as physiology and safety needs are satisfied, the higher-order needs such as self-actualisation and autonomy become important to the individual and must be satisfied (Yeatts & Hyton, 1998:7, Schermerhorn, 1999:285).

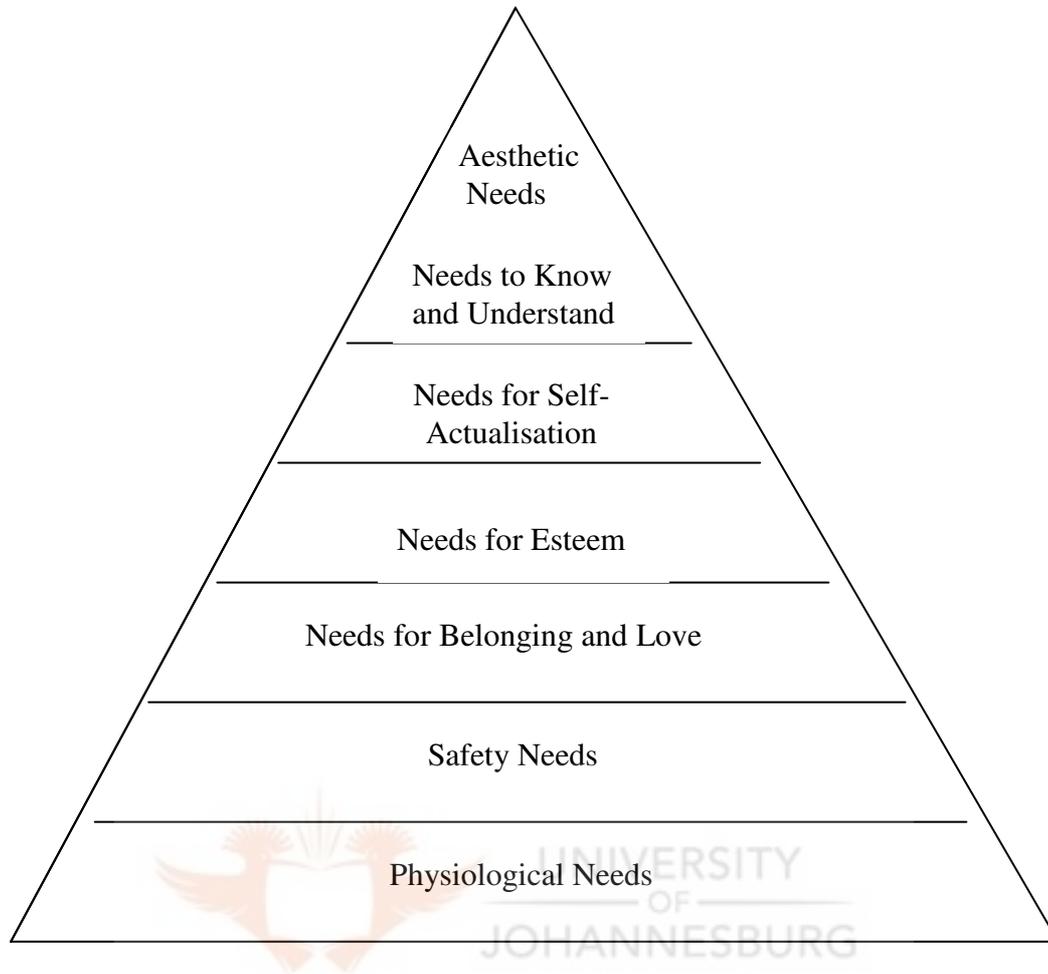


Figure 2.2: Maslow's hierarchy of needs. Adapted from Weiss (2001:96); Van Deventer & Kruger (2003:150).

Motivation plays a central role in shaping the behaviour of individual employees, specifically in influencing and shaping their work performance in an organisation. The highly motivated person works harder at a job rather than an unmotivated person does (Yeatts & Hyten, 1998:1; Schermerhorn 1999:284, 285; Van Deventer & Kruger, 2003:148). Motivation is a process that arouses, directs, and sustains goal-directed behaviour, which is related to a person's needs, learning, performance and rewards (Weiss, 2001:93; Robbins *et al.*, 2003:130; Greenberg & Baron, 2003:190). Maslow's hierarchy of needs exerts a more powerful impact on leaders in today's organisations more than ever before, since today employees need to be motivated accordingly, and employees are aware of their rights. For these reasons today's leader is expected to be able to identify and accept employee needs; recognise that needs may differ among employees; and offer satisfaction for the particular needs that are currently unmet

(Newstrom & Davis, 1993:129). According to Maslow's theory motivation plays a central role in shaping the behaviour of individuals specifically in influencing individual employees and teams and shaping their behaviour to perform their responsibilities effectively in an organisation. Thus, Maslow's theory is important in this inquiry for the empowerment of educator teams to implement the IQMS successfully in schools, since Maslow's theory helps to explain how to motivate teams to perform their tasks and responsibilities effectively.

Maslow's theory of motivation has enjoyed great popularity with a range of researchers. His proponents such as McGregor and McClelland have added some new dimensions to Maslow's theory and his work.

#### **2.2.8.2 McClelland's Self-actualisation Theory**

McClelland's theory is based on the belief that people prefer pleasant experiences and try to avoid unpleasant ones. McClelland's theory has no notion of hierarchy or of progression or regression among needs as the previous theories of motivation did (Weiss, 2001:100). McClelland is more concerned with creating and developing appropriate needs that increase productivity and his focus is on three types of needs, these being:

- The need for achievement (n-Ach);
- The need for affiliation (n-Aff); and
- The need for power (n-Pow).

McClelland found that most people have a degree of each of these motives in their thoughts, but seldom in the same strength. A person may, for example, be high in the need for affiliation, low in the need for achievement, and moderate in the need for power. Such people would tend to think more about friendship than about doing a job or controlling others. Their motivation to work would be of a different order than those of employees who are high in achievement motivation and low in affiliation and power satisfiers. McClelland states that these motives are learned from parents (Robbins *et al.*, 2003:134; Ivancevich & Matteson, 1996: 165; Ivancevich *et al.*, 2005:147).

*N-Power:* The need for power is defined as “the need for influence and to lead others”. A high need for power is common among middle, and upper-level managers because, by definition, their job is to influence people and organisations. A strong need for power can be satisfied by working in professions that allow people to influence others such as executives, politicians, and leaders in academic institutions, and as school principals. According to McClelland, there are two faces of n-Pow. The positive face is socialised power that is used for the good of others. The negative face is personalised power and an un-socialised concern for personal dominance.

*N-Affiliation:* The need for n-Aff is the “desire for friendly and close interpersonal relationships”. People who are high in n-Affiliation prefer cooperative situations to competitive situations. They see relationships as a being based on a high degree of mutual understanding. There are two faces of this need. The positive face of n-Affiliation is a concern for interpersonal relationships but not at the expense of goal-oriented behaviour. The negative face of n-Affiliation is affiliative assurance, that is, a concern with obtaining assurance about security and avoiding rejection. Managers with strong assurance look for issues and conflicts that might threaten the stability of the relationship. They worry about being disliked.

*N-Achievement:* The need for n-Ach is “a need to accomplish goals, excel and strive to continually do things better”. The executives who are high in this need tend to have fewer meetings than other executives who want to work alone despite the fact that organisational problems would be better solved by collaborative effort. People with a high n-Achievement want to take personal responsibility for their success or failure and like situations in which they get immediate, concrete feedback on how well they are doing (Robbins *et al.*, 2003:134).

The need profile of effective top-level managers in large organisations is high in n-Power and low-in n-Affiliation. These managers use their power to achieve organisational goals, practice a participative or collaborative coaching style when they interact with subordinates and do not concentrate on developing close relationships (Robbins *et al.*, 2003:134).

McClelland's self-actualisation theory is crucial for SMWTs as a model of motivation. In this theory, the need for power is defined as "the need for influence and to lead others in one's environment." McClelland's self-actualisation theory asserts that most educators want to participate in decision-making and to take control over their jobs as professionals. This is the major reason, in terms of the current study, that SMWTs should be used as "core" performing units in schools rather than any other teams in order to ensure the improvement of the quality of teaching and learning in schools. McClelland's theory is important for the manager who uses teams to ensure that the opportunities to satisfy higher needs of team members are created.

The importance of McClelland's self-actualisation theory in this inquiry is that the principal as a leader of a school needs to provide educators with opportunities for self-actualisation in order to satisfy their own needs and those of the school. In the case of this study the provision of educators with an opportunity to actualise themselves implies that educators need to be empowered with authority and be given autonomy and discretion to make decisions of how to implement the IQMS effectively.

This theory supports the view that n-Pow has two faces in which power can be used positively or negatively. McClelland's self-actualisation theory asserts that the positive face is socialised power which is used for the good of others. The positive face is socialised power in which power is used for personal dominance. In this way, the two faces of n-Pow has a critical impact on teams in the organisation in that the manager or leader in an organisation can use power to disempower teams while another leader may employ n-Pow to empower teams to attain their needs and those of the organisation. In the case of this research, the positive face is socialised power implies that a good principal will involve educator teams to participate in decision-making processes of how the IQMS can be effectively implemented. While another principal with the negative face of n-Affiliation may not involve educator teams in the decision-making processes on how IQMS can be effectively implemented. McClelland's self-actualisation theory is critically important in this inquiry in that this theory explains that a manager who is high in n-Ach can disempower teams to become less effective in performing their responsibilities. This manager opts for working alone rather than with their teams and has fewer meetings despite the fact that organisational problems would be better solved by collaborative effort. This explanation implies that a principal who is

high in n-Ach may be reluctant to collaborate with educator teams in spite of the fact that these teams may generate good ideas about the implementation of the IQMS. Thus, McClelland's self-actualisation theory is critical for empowering educator teams.

Ivancevich & Matteson (1996:166), Robbins *et al.* (2001:134) and (Van der Westhuizen, 1991:202) state that McClelland's motivational theories also include the following:

- *The principle of participation:* staff members are involved in decision-making and in matters that affect them directly and the more they are involved, the more they are encouraged to achieve the organisational objectives.
- *Principle of recognition:* If a staff member receives the necessary recognition and work satisfaction, they are inclined to work harder.
- *Principle of delegated authority:* The principal should delegate authority, and specific tasks to capable members of staff. This will enhance staff development.
- *The principle of communication:* Staff members who are informed about the organisational objectives and informed about the results achieved, are inclined to cooperate more.

These principles are crucial for the implementation of the IQMS in that these principles suggest that educators need to participate directly in decision-making processes that pertain to the implementation of the IQMS. Educators who work hard to implement IQMS need to be recognised by the SMTs. A principal should make sure that the delegated tasks need to be coupled with authority and accept that open communication is crucial to empower educators.

The discussion on the above theories of motivation has showed that these theories are critically important for the effective implementation of the IQMS and thus, the theories of motivation are central in the inquiry for empowering the educator teams in schools. However, theories of motivation alone are insufficient to empower teams they need change theories and models in order to be more effective.

## **2.2.9 Change theories and models**

The purpose of this research was to determine the perceptions of educators and SMTs on how educator teams could be empowered in implementing the IQMS in secondary schools of the Kathorus area. The IQMS is a new vision that needs to be attained by schools in order to provide quality education and be more effective. In other words, the achievement of a vision implies that these schools need to change from the current state to realise a desired future. For these schools to change from the current state into a desired future, they need to apply theories and models for a planned change rather than unplanned change. In this inquiry the Burke-Letwin model is viewed as a key model to ensure a planned change. The Burke-Letwin model identifies the variables that are involved in a planned change namely, first-order and second-order change. These variables are called transactional and transformational change respectively. The first-order change is evolutionary and adaptive change in which features of the organisation are changed but its fundamental nature remains the same. The second-order change is revolutionary and fundamental in which the nature of change of an organisation is altered in significant ways (French & Bell, 1995:85).

In the following section the Burke-Letwin model of the first-order change and second-order change is discussed in detail.

### **2.2.9.1 First-order change**

First-order change is of a linear variety. This type of change implies that no fundamental shifts in the assumptions that the organisational members hold about the world or the organisation can improve its functioning. First-order change strives to make improvements while the major changes are not affected. However, it should be borne in mind that there is nothing inherently wrong with first-order change. It is very common for organisations facing competitive conditions to make small incremental changes. Unfortunately, first-order changes can be disastrous when competitors are aggressively redefining their products and markets. First-order change is evolutionary, adaptive change in which features of the organisation are changed, but its fundamental nature remains the same. Such change implies a transactional leader. Therefore,

transactional leadership implies that the introduction of the IQMS is not sufficient. Instead, educators need to be empowered which can lead to second-order change.

### **2.2.9.2 Second-order change**

This change is multi-dimensional, multi-level, discontinuous, radical change involving a reframing of assumptions about the organisation and the world in which it operates. In second-order change transformation is more central than incremental improvement. In this type of change, managers and leaders are concerned with the successful transformation and reinventing of their organisations. Consequently, managing change in the 21<sup>st</sup> century is less concerned about first-order change than about second-order change and this shift makes the manager's job more difficult. For managers and leaders to become successful in managing second-order change, they need leadership knowledge and managerial skills. The second-order change is revolutionary, fundamental change in which the nature of the organisation is altered in significant ways. This type of change also implies the existence of a transformational leader (French & Bell, 1995:85).

These views imply that for the IQMS to be implemented successfully in these the Kathorus schools, the IQMS needs to be to educator teams so that they think and debate about change (cf. 2.2.10) and at this stage, change is evolutionary and adaptive because educators need to adapt themselves to change. Once educators have adapted and accepted change and are ready to change, then a dramatic change of processes and systems can be introduced. For example, it is at this stage when the transformation of a bureaucratic school characterised by a hierarchical structure is transformed into a team-based organisation characterised by a horizontal structure. The theory assumes that with second-order change the participants will be more ready to embrace change considering that they have passed the stage of first-order change, thus, how the planned change rather than unplanned change is achieved in an organisation. The conviction in this inquiry is that the effective implementation of IQMS in these schools can only be attained through this change model without imposing change upon educators. Thus, the Burke-Letwin model is crucial for the successful implementation of the IQMS in these schools.

The theories and models discussed in the study are crucial to inform the implementation of the IQMS in schools.

### **2.2.10 Integrated Quality Management System (IQMS)**

The IQMS resulted negotiations between the DoE and educator unions. The IQMS represents the attempts by the DoE to introduce a form of monitoring and evaluation of educators and schools after the demise of the inspectorate system (Naidu, *et al.*, 2008:49). This system is based on the philosophy that the fundamental aims of quality assurance are to determine competence; assess strengths and areas for development; provide support and opportunities for development and assure continued growth; promote accountability; and monitor an institution's overall effectiveness. The IQMS consists of three programmes namely, The DAS, PMS, and WSE aimed at enhancing and monitoring performance of the education system (cf. 1.1). In terms of Resolution 1, 4, and 8 (Education Labour Relations Council: 2003a), the IQMS policy was approved and passed by stakeholders in education namely, the national Department of Education, the provincial Departments of Education, and different unions such as the South African Democratic Teachers Union in the Education Labour Relations Council. The IQMS is informed by the Employment of Educators Act, 76 (Republic of South Africa, 1998) that mandates the Minister of Education to determine performance standards for educators. The purpose of the IQMS agreement was to align the three different quality management programmes (the DAS, PMS, and WSE) and to implement these programmes in schools (Education Labour Relations Council, 2003a:1-4; Education Labour Relations Council, 2003b:1) with a view to educator professional development and school effectiveness.

#### **2.2.10.1 Implementation of the IQMS**

The National Training Team (NTT), appointed by the Minister of Education, was given the task of developing the necessary guidelines for the successful implementation of the IQMS and to train the Provincial Training Teams (PTTs) (Education Labour Relations Council, 2003a; Education Labour Relations Council, 2003b). The PTTs consist of provincial officials. Subsequent to the training of PTTs and district officials, SMTs and educators should be trained and provided with the

necessary support by the provincial departments and districts. The District Training Team (DTT) includes external service providers, previous and current union representatives employed to train educators on the IQMS. The DTT also conducted an advocacy campaign in the district; coordinated the activities of the IQMS in the district; and drew up management plans for the implementation of the IQMS in the district. If the district officials are unable to train all the educators in schools within their various areas, then the SMTs and nominated senior educators from each school should be trained to train other school educators who did not attend the district training (Education Labour Relations Council, 2003a; Education Labour Relations Council, 2003b).

#### **2.2.10.1.1 Advocacy programmes**

The DoE advocated the implementation of IQMS. For this reason, in each public school the principal, SMTs, and senior educators were required to conduct advocacy programmes to ensure the successful implementation of IQMS. After the principal and SMT have received training from the DTT, the principal has the overall responsibility of ensuring that the IQMS is implemented at their school. The principal, together with the SMT has to advocate the IQMS; provide every educator with all relevant IQMS documents; and the principal has to facilitate the establishment of the staff development team (SDT) (Education Labour Relations Council 2003a; Education Labour Relations Council, 2003b). With respect to the IQMS, the departments' advocacy programmes must address the issues relating to the objectives and outcomes for developmental appraisal, performance measurement and whole school evaluation. The focus should be on quality education for all, transformation and the advantages for educators, schools, and the system as a whole. Advocacy should also address the relationships between these three programmes and how they should inform and strengthen one another in an integrated system. The problem with advocacy is that the people responsible for advocating the system tend to select data that only confirms their position and they do not combine it (advocacy) with inquiry in which people are allowed to express their different views. The balancing of advocacy with inquiry is to show people that advocacy is liable to have some limitations that need the views of other people to correct it in an effort to

strengthen advocacy and ensure the effective implementation of the IQMS (Loock *et al.*, 2006:84).

#### **2.2.10.1.2 Training of educators**

The principal and SMT are trained by the DTT. The principal thereafter, has the overall responsibility to ensure that the IQMS is implemented at his or her school. The principal, together with the SMT, has to inform educators of the IQMS and provide them with all relevant IQMS documents; and facilitate the establishment of the SDT. The training focuses on capacitating every educator to successfully implement the IQMS. It addresses issues that are specifically related to the IQMS such as educator development, learner achievement and educator achievement. Training must enable officials and educators to plan and administer the IQMS in a uniform and consistent manner (Education Labour Relations Council, 2003a; Education Labour Relations Council, 2003b).

#### **2.2.10.1.3 Developmental appraisal (DA)**

The performance of individuals in any organisation needs to be continuously monitored and evaluated in order to ensure that the organisation is meeting its goals (Naidu *et al.*, 2008:105). It is important for the principals to ensure that appraisal is conducted as part of managing individual and school performance and improvement. For the successful implementation of the IQMS the SDTs should monitor the process of developmental appraisal monitoring and support by the educator's personal DSG (Loock *et al.*, 2006:82). The SDT must also coordinate the observation of educators in practice and the appraisal for performance measurement and must keep the records of these processes.

However, the educator's evaluation on their performance is characterised by problems resulting from the appraisal, evaluation, and measurement process (Loock *et al.*, 2006:59). Owing to these to these concepts, an educator's performance can be interpreted in different ways. According to these authors, some people base their judgement of an educator's performance on emotional reasons, whereas others base their judgement on an educator's particular subject knowledge. Another problem is that evaluation is a distinctly human rather a mechanical approach.

A further problem is that the instruments used when evaluating human work performance are not nearly as accurate as scales for determining mass. Hence, a person may see all kinds of efforts made to standardise the instruments and the decision-making process and thereby minimise the human process of making an informed judgement. A person needs to always remember that they are attempting to measure the invisible and that they are dealing with the subjective side of measurement. It is difficult to measure an educator's performance because the educator's thought patterns are invisible. Thus, people design a scheme to observe that behaviour which people think results from certain thought patterns, using a scale of some kind that by its nature is not very accurate. Therefore, these issues make it difficult to appraise, evaluate or measure an educator's performance (Loock *et al.*, 2006:62). It is in this context that an educator's performance might not be welcomed by other educators. Undoubtedly, the negative attitude of educators towards appraisal cannot empower them to implement the IQMS successfully. Thus, the SMTs in these schools need to develop suitable programmes for educator development in an effort to implement the IQMS successfully.

#### **2.2.10.1.4 Performance measurement (PM)**

Performance measurement aims at evaluating individual educators for salary progression, promotion, affirmation of appointment, rewards and incentives (Naidu *et al.*, 2008:50). It takes place towards the end of the year, ostensibly after development is assumed to have taken place. Emerging data should then be submitted to the DoE for pay progression the following year, where applicable. The PM differs from the DA in that the PM is summative in nature and is based on the work an educator has done during the course of the year (Naidu *et al.*, 2008:50). However, the IQMS also makes provision for educators to evaluate themselves. Immediately after the initial advocacy and training, each educator should evaluate themselves using the instrument that will be used for the DA. This enables the educator to become familiar with the instrument. Educators should also familiarise themselves with the performance standards, the criteria (what are expected to perform their tasks) and the levels of performance (how well they are expected to perform these tasks) in order to meet at least the minimum requirements for pay progression. This self-evaluation forms part

of both the DA and the PM. Since the PM will be used for determining pay and/or grade progression it must be used to evaluate the performance of educators within the period of a school year, even though the award will only be made in the following year. Self-evaluation is an inherent part of the system and educators are actively involved via the SDT and DSG. Each educator also needs to complete a personal growth plan (PGP) and each school should couple a school improvement plan (SIP). Along with self-evaluation, the baseline evaluation and performance measurement (at the end of each school year) the PGP forms an important record of the needs and progress of individual educators. The PGP should be an outcome of strategic plans of the relevant Department of Education (Loock *et al.*, 2006:82).

The IQMS performance measurement and self-evaluation of educators are good tools for educators to ensure the professional development the effectiveness of a school. However, the problem with this system is that it involves a massive amount of paper workload and this may disempower educators from implementing the IQMS successfully.

#### **2.2.10.1.5 Whole School Evaluation (WSE)**

The WSE is an external accountability system (Naidu *et al.*, 2008:50) that evaluates the effectiveness of the whole school on a continuous basis. At the core of the evaluation criteria, is the quality of teaching and learning. The evaluation is conducted by officials from the office of standards (OFSTED) who are experts in general school management, leadership, governance, curricula development, staff development and financial planning (Naidu *et al.*, 2008). The WSE is conducted at any time of the year after the first phase of internal evaluation has been completed. Emphasis on expertise also applies to the observation of lessons, in that only subject experts are meant to observe lessons in a particular learning area or subject. Of great importance is the provision that educators should be given immediate feedback and be allowed the opportunity to raise questions about their grading and ratings.

### **2.2.10.1.6 Structures to implement the IQMS in schools**

All schools operate partly on the basis of teams. These teams often have a place in a formal structure of the school (Bush & West-Burnham, 1994:265). Therefore, the implementation of the IQMS in schools takes place on the basis of teams that have a place in a formal structure of the school. The structures to implement the IQMS in schools include: SGBs, SMTs, SDTs and DSGs. In this inquiry these structures are referred to as educator teams (cf. 1.1). The teams in a school are classified into three different types: statutory, standing, and project or task teams.

The statutory teams are SGBs. The Schools Act (Republic of South Africa, 1996), foresees that each public school should have a governing body that is representative of all stakeholders. The SGB of every public school is to govern its school according to a legal framework. According to Section 16 (1) of the Schools Act, the SGB is a statutory body of people elected to govern a school. The Act stipulates that the governing body is responsible for school governance (Bisschoff & Mestry, 2003:18; Steinmann, 1999:55; Potgieter, Visser, Van Der Bank, Mothata, & Squelch, 1997:11).

The standing teams are formal teams which include the SMTs and middle management teams (heads of department). The Schools Act stipulates that the professional management of a public school must be undertaken by the principal under the provincial HoD (cf. 1.1). This means that the principal has been delegated with powers to organise and control teaching and learning at the school effectively (Potgieter *et al.*, 1997:12; Steinmann, 1999:55).

Staff teams, project or task teams are staff committees. These teams are informal and exist outside the formal structure. The informal teams may be established to deal with specific issues including the curricular and pastoral activities. These teams can be disbanded when their tasks have been completed. These three types of teams are required to act collaboratively in pursuit of the institutional objectives (West-Burnham, 1994:265; Steinmann, 1999:55). It is in this context that these teams are referred to as educator teams in this study. These teams need to be trained in an effort to make them effective in implementing the IQMS successfully.

### **2.2.10.1.7 Establishment of school development team (SDT)**

Immediately, after the advocacy of the IQMS, the principal must SDT. This team can include the principal, senior management and educators who are democratically elected by the staff. The school should decide for itself on the size of the SDT and how many educators should be included in the SDT. The roles and responsibilities for SDTs include the following (Loock *et al.*, 2006:82; Education Labour Relations Council's 2003a):

- prepare and develop the school improvement plan (SIP);
- monitor the process of developmental appraisal (self-appraisal by the educator), mentor and support by the educator's personal DSG;
- give guidance on how the DSG should perform its responsibilities; incorporate plans for the development of the educator into the SIP;
- coordinate the internal WSE processes and keeps all records and documentation on the IQMS in the school;
- train educators on the procedures and processes;
- coordinate the internal WSE processes and keeps all records and documentation on the IQMS in the school;
- liaise with the district in respect of high priority needs and develop programmes that include INSET (in service training on the from of short courses, skills programmes) to address the identified areas for development; and
- complete the necessary documentation and submit data for those educators who meet the requirements for pay progression to district or local Departmental Office before the school closes in December.

The SDTs need to be empowered with formal authority by the Department of Education and the school to perform these roles and responsibilities in a formal horizontal structure as SMWTs and not through an adhoc structure. Thus, the SDTs need to be delegated with authority to perform their roles and responsibilities. However, the SDTs may not be able to implement the IQMS effectively without the DSG.

### 2.2.10.1.8 Development support group (DSG)

Each institution has to establish the DSG that will be responsible to carry out the curriculum responsibilities for the learning areas such as Mathematics, English, Afrikaans, Life Orientation, Social Studies, Economics Management Sciences, Arts and Culture, Natural Sciences, and Technology. The DSG is also responsible for educator evaluation or assessment in a school (Naidu *et al.*, 2008:50, 105). For each educator, the DSG should consist of the educator's immediate senior and one other educator (peer) selected by the educator on the basis of appropriate phase, learning area, or subject expertise. The purpose of the DSG is to provide mentoring and support for educators which includes the evaluation by the DSG, confirm the educator's perception or of their own performance as arrived at through the process of self-evaluation. Another purpose of the DSG is to assist the educator in overcoming identified weaknesses and enhancing identified strengths (Naidu *et al.*, 2008:50). The following responsibilities are performed by the DSG:

- carrying out the baseline evaluation of educators during the process of self-evaluation, the educator identifies the personal DSG which evaluates that educator with the purpose of determining a "baseline" evaluation with which subsequent evaluation can be compared to determine the progress made;
- providing support to and mentoring to educator to rectify some of the educator's shortcomings before the summative evaluation;
- organising the pre-evaluation discussion between the educator and the DSG;
- providing the opportunity for constructive engagement around what the educator needs to do and what needs to be done by the school in terms of mentoring;
- helping the educator to understand what is expected of them in terms of the various performance standards and the criteria for evaluation;
- explaining to the educator the procedures and processes that will be followed and that the classroom observation involves performance 1 to 4 post levels. An educator must be evaluated on every performance that is applicable to their post level;
- affording each educator an opportunity to evaluate himself or herself before lesson observation takes place. The educator is also given an opportunity to raise issues

that he or she feels are hampering his or her performance. For the self-evaluation, the educator uses the same instrument (that is, DA and PM) that will be used for an educator's lesson observation;

- observing the educator's lesson using the school's composite timetable and this information must be reflected on the school's timetable;
- drawing up in advance, the composite school timetable educator's lesson and evaluate the educator timetable well in advance of implementation;
- supplying the appraisee with copies of the lesson observation records;
- providing feedback and discuss its evaluation with the educator;
- developing the PGP which includes targets and time frames for improvement and the PGP must primarily be developed by the educator within refinements being done by the DSG;
- providing programmes for INSET, for example, the district, needs to enable the DSG to develop the educator's PGP which includes targets and time frames for improvement;
- providing a basis for comparison with the evaluation for performance measurement purposes which is carried out at the end of the year; and
- making the information of educator's evaluation available to the SDT and the immediate senior is responsible for the summative evaluation at the end of the year for performance measurement (PM) (pay or grade).

Any problems or conflict of opinions must be referred to the SDT within a week of the evaluation. The SDT deals with any differences between appraisees and their DSGs in order to resolve these. When the SDT is unable to resolve the conflict, the problem is referred to a Grievance Committee (Loock *et al.*, 2006:82; Naidu, *et al.*, 2008:51).

The processes that have been discussed above show clearly that the DoE is determined to implement the IQMS in schools successfully. In spite of the determination of the DoE however, the IQMS is characterised by problems that are associated with the failure to implement the IQMS effectively in schools (cf. 1.1).

### **2.2.10.2 Problems associated with IQMS**

The IQMS promises to bridge the gap between educators and supervisors. It is applied as agreed upon when it was formulated (Naidu *et al.*, 2008:50). However, the IQMS is characterised by many problems for the successful implementation in schools. These problems include the lack of formal authority for educators and SDTs; the absence of coordination; a lack of interdependence and cohesiveness; ineffective training; and an absence of a theoretical framework setting out how implementation of the IQMS is meant to be carried out.

#### **2.2.10.2.1 Formal authority for SDT**

In the IQMS, SDTs are required to perform management and leadership responsibilities outside the classroom. However, these teams lack the authority to perform management and leadership responsibilities, and decisions reside with the principal. The Schools Act (section 16.3) and the Employment of Education Act, (1998), provide that the principal of a public school is accountable for the professional management of the school under the authority of a provincial HoD. Unfortunately, there is nowhere in these Acts that provide SDTs with the authority to perform management and leadership responsibilities. The lack of authority of SDTs disempowers educator teams to implement the IQMS successfully. It appears that SDTs lack the authority because of the “entrenched” hierarchical structures that characterise these schools. Hierarchy refers to the distribution of authority in an organisation in which authority is strictly attached to the position. In this way, the high position in the hierarchy confers legal authority consisting of the right to make decisions, give direction, and hand out rewards to others (Hatch & Cunliffe, 2006:104). Therefore, hierarchy in these schools implies that the principal has the right to make decisions concerning educators, including the SDTs, simply by virtue of their position. Hence, the SDTs lack authority to make decisions on how to perform the management and leadership functions to implement the IQMS effectively.

A major problem concerning the hierarchy in these schools is that for SDTs to have the necessary authority to make decisions, these teams need a horizontal structure which will decentralise the decision-making authority among educators that may lead to the

effective implementation of the IQMS in these schools. The horizontal structure is opposite to the hierarchical structure because centralises authority. Centralisation refers to the location of decision-making in the hierarchy of the organisation in which an individual occupying a high position has authority to make decisions affecting subordinates (Ivancevich & Matteson, 1996:587; Ivancevich *et al.*, 2005:542). In contrast, the horizontal structure decentralises decision-making authority among team members at all levels of the organisation (cf. 1.1). Decentralisation of decision-making authority is the opposite of centralisation in which power and authority remain in the hands of management in an organisational hierarchy (Greenberg & Baron, 2003:554). The purpose of decentralisation is to shift power and authority from a central authority to lower levels, and to increase efficiency in a wider community (International Conference, 2002:14). Decentralisation in this study implies the process of delegating authority from the principal to educators at the lower levels of hierarchy within the school which may result in the empowerment of educators to implement the IQMS policy successfully in schools. It is in this context that educator teams need to be empowered with decision-making authority through the horizontal structure of a team-based organisation, rather than the hierarchical structure that characterised these schools in order to implement the IQMS successfully.

It also appears that the delegation of SDTs with additional management and leadership responsibilities but without the necessary authority, was another way of forcing SDTs to perform extra work in implementing the IQMS in the name of collaboration, teamwork, and collegiality, which in reality do not exist in these schools. However, the mandatory structural arrangements imposed upon educators cannot encourage educators to commit themselves towards effective implementation of the IQMS. Instead, the mandatory structural arrangements for educators disempower educators from implementing the IQMS effectively. Thus, Scott and Walker (1999:54) warns about the dangers of the detrimental effect caused by “contrived collegiality” on work performance imposed upon educators in the name of collaboration, which in reality do not exist in these schools. In other words, contrived collegiality implies that these concepts can be used to promote collaboration and teamwork in an organisation. At the same time contrived collegiality can be employed as a strategy to force subordinates to perform extra work in the name of collaboration and teamwork. Scott describes contrived collegiality as a set of formal

and bureaucratic procedures that are intended to deceive people that management and educators are jointly working together, to empower educators, yet such arrangements are not designed for genuinely empowering educators. These arrangements often prove to be counterproductive and do not encourage educators to perform their responsibilities effectively. Thus, it is critically important for secondary schools in the Kathorus area not to be subjected to contrived collegiality which may disempower the SDTs in these schools from implementing the IQMS effectively.

It also appears that the management philosophy that is commonly employed by the principals, contribute to the lack of authority to empower the SDTs in these schools. Organisational management philosophy is the body of stated beliefs and values that guide all aspects of the organisation, such as how employees are to be managed and what factors are to be considered during the decision-making process (Yeatts & Hyten, 1998:113). Many principals in these schools tend to use bureaucratic means to control educators. Bureaucratic control is characterised by the existence of a hierarchy that legitimatises authority to supervise and direct subordinates closely (Hatch & Cunliffe, 2006:260, 264).

The bureaucratic control of the principals in these schools is illustrated clearly in McGregor's Theory X and Theory Y. McGregor postulated a contrasting Theory X and Theory Y (Greenberg & Baron, 2003:561) in which he identified two conflicting assumptions about the nature of work. The Theory X philosophy of management assumes that people are basically lazy and will avoid work at all costs, so they need strong control in order to perform. The Theory Y assumes that people are not intrinsically lazy and are willing to work hard when the right conditions prevail (cf. 2.2.12.2).

McGregor's Theory X and Theory Y is crucial for examining the empowerment of educator teams in secondary schools of the Kathorus area, in that principals who have adopted Theory X will not empower these teams to implement the IQMS successfully because they believe that the best management approach to motivate educators to work is to coerce and control them. This study accepts that educators need principals who adopt Theory Y. According to Theory Y, educators need to be involved in decision-making processes in order to achieve school goals. The Theory Y is opposed to the

Theory X in which educators lack authority to participate in decision-making processes. The lack of authority to participate in decision-making processes disempowers educators to implement IQMS effectively. Thus, the principals need to empower educators with authority in order to implement IQMS effectively. It is for these reasons that the principals in these schools seriously heed these views in order to implement IQMS successfully. The successful implementation of IQMS will lead to the effectiveness of their schools.

#### **2.2.10.2.2 Interdependence and cohesiveness of teams**

Interdependence means that one team member's performance is dependent upon the input and output of other team members (West *et al.*, 2003:2; Recardo *et al.*, 1996:6). Cohesiveness is the strength of a group or team members' desire to remain part of their groups. Team members of a cohesive group have clearly specified goals that permit team members to work closely with one another and to express their views openly in order to reach consensus. Individuals of a cohesive team support and help one another to overcome the obstacles and barriers which may hinder personal growth and development (Ivancevich *et al.*, 2005:333; Thompson, 2004:91; Greenberg & Baron, 2003:283). Interdependence and cohesiveness occur as a result of team building. Team building promotes the idea that people who work together as teams discuss conflicts, goals and determine norms for communication and develop effective ways of cooperating in order to achieve goals of the organisation (Daft, 2004:423). For these reasons, team building programmes that promote interdependence and cohesiveness are central in SMWTs to ensure that members of these teams work as teams in order to perform their responsibilities effectively.

Contrary to these views, it appeared that there was a lack of team building programmes in these schools which could ensure interdependence and cohesiveness among educator teams in order to implement the IQMS successfully. Thus, the principals in schools need to ensure team building programmes characterised by interdependence and cohesiveness in an effort to implement IQMS effectively. Interdependence and cohesiveness can only be possible when the Ubuntu philosophy and an African style of leadership are applied in these schools. Ubuntu values including collaboration, teamwork, and caring should be emphasised (cf. 2.2.12). Thus, Ubuntu philosophy and

African style of leadership are crucial for the effective implementation of the IQMS. It is also important to train educator teams for the effective implementation of the IQMS in schools since training is complementary with teambuilding.

### **2.2.10.2.3 Training programmes**

Training is a process whereby skills are developed and information is provided in order to help trainees become more efficient at their work (Erasmus & van Dyk, 1999:2). Training tends to relate to those activities aimed at improving the performance of the trainees and to help them to cope with a series of new developments and initiatives, including their working methods (Noe, 2005:3). One of the major purposes of training is to assist and support trainees who perform poorly because of deficient knowledge and skills. As Grobler, Warnich, Carrell, Elbert, & Hartfield, (2002:315) argue, that although training may not solve all problems of ineffective performance, however, sound training and development programmes are instrumental in minimising these performance problems. These views show that effective training improves performance of the trainees whose performance is unsatisfactory. The effective training of educators also develops skills of the participants and provides information to help the trainees become more effective and efficient in performing their tasks.

Contrary to these views on training, it seems that the training provided by the Gauteng Department of Education (GDE) was ineffective in empowering educators to implement the IQMS successfully. The GDE employed the cascading model to train educators to implement the IQMS. Unfortunately, the cascading model was inadequate to train educators to implement IQMS since the model did not include all educators for training from the outset. This model required that those educators who attended the training to train other educators at the school who did not attend. In this regard, the original information could be filtered and get distorted in the process and thus, the cascading model was ineffective for the training of the educators. Parker (1998: 61) and Newstrom and Davis (1993:293) similarly argue that the “cascade model” was inappropriate and disempowered employees from gaining knowledge and skills presented in the training sessions.

For educators to be more effective in implementing the IQMS, they need to be trained as SMWTs. Before SMWTs commence with the training, they should organise team building programmes in which goal setting and analysis are done to ensure that all team members are aware of the goals of the organisation and their specific roles within it. Subsequent to team building sessions, SMWTs should organise their training in which all members of SMWTs are involved at once. The training of SMWTs focuses on the areas of team training that include elements such as self-management, tension management, sharing responsibility, leadership, valuing diversity, and self-awareness. The components for effective training are as follows (Greenberg & Baron, 2003:304; French & Bell, 1995:172):

- Being a team member means to compromise and to make decisions that benefit everyone in the organisation;
- Self-management means team members should be able to manage themselves. Skills in which SMWTs are trained include advocating; inquiring, tension management, sharing responsibility, leadership, valuing diversity, and self-awareness;
- Tension management: managing the tension that stems from conflict with others; Sharing responsibility: learning to align personal and team objectives;
- Leadership: understanding one's role in guiding the team to success;
- Valuing Diversity: acceptance and taking advantage of differences between members; and
- Self-awareness: willingness to criticise others constructively and to accept constructive criticism from others. It is through these skills that the training of educator teams in these schools could be enhanced in order to empower these teams.

However, team building characterised by interdependence, cohesiveness and training alone may not be effective to empower educators to implement the IQMS. Coordination of educator teams' activities into meaningful teamwork is a necessary activity for the successful implementation of the IQMS.

#### **2.2.10.2.4 Coordination of the activities of educators**

The activities of educator teams are fragmented and lack coordination. Coordination occurs when two or more people perform tasks that are directed towards the common goal. It appears that principals and SMTs in schools are unable to coordinate the activities of educator teams into a meaningful teamwork. However, the very principals are reluctant to delegate SDTs to coordinate the activities of educators. The unwillingness of principals to delegate SDTs with the authority to coordinate the activities of educators in these schools, is similar to the behaviour of a manager in a bureaucratic organisation who tends to control and coordinate all the activities of their employees (cf. 1.1). Contrary to the unwillingness of the principals in these schools, coordination of the activities of educators needs to be jointly performed by the principal and SDTs in order to ensure the effective implementation of IQMS. Thus, the traditional autocratic leadership style employed by some of the principals in these schools needs to be rejected, since this style of leadership disempowers educators to perform their responsibilities that may result in the ineffective implementation of IQMS (Ivancevich & Matteson, 1996:266).

For these reasons, the principals in schools need to be empowered to coordinate the activities of educators as SMWTs in a team-based organisation. The coordinators of the IQMS should have the ability to coordinate the activities of SMWTs, because they create an atmosphere of mutual trust and understanding between the coordinators and team members. Team members should provide solutions and discuss problems openly in order for coordinators and team members to work together as teams.

There is a difference between coordination which is performed by a principal in a school and coordination done by team leaders in a team-based organisation. In a school, a principal provides answers and gives direction as to how things should be done. Team members and educators must then conform to the instructions of a principal. However, the action and behaviour of the coordinators of SMWTs are based on the empowerment of team members (Ivancevich & Matteson, 1996:266). It is in this context that the successful implementation of the IQMS could be achieved in a situation whereby SDTs emulate the behaviours of the coordinators of the SMWTs in a team-based organisation.

### 2.2.10.2.5 Implementation of the IQMS

There was no platform or opportunity wherein the DoE engages educators in programmes characterised by cognitive and development theories and theories change in which educators discover information themselves about change. The DoE only engages educators in advocacy which is not supported by inquiry whereby educators can express their different views on the IQMS and its implementation (Loock *et al.*, 2006:84). The belief in this study is that the cognitive and development theories and theories change are crucial to restructure educators' cognitive understanding and psychological safety in order to accept change of the implementation of the IQMS since people do not naturally embrace change (French & Bell, 1995:94). For these reasons, this inquiry focuses on the change theories and model which can empower educators to implement IQMS. These theories include the natural learning process; Lewin's three-stage model; and Burke-Letwin's model. The inquiry is to discuss natural learning process.

#### a. Natural learning process

To ensure effective change, the target group (educators and SMTs in schools) must undergo a natural learning process before they can adopt any change in their behaviour and professional lives. If this process is ignored, disruptions and confusion become, unduly harsh Duncan & Powers (cited in Stolovitch & Keeps, 1992:83). This process is facilitated through awareness; preparation; implementation and adoption. *Awareness* implies that people start dealing with the concept of change without knowing much details about change. For people to accept change, people need to think about change without discussing much details of change. *Preparation*: At this level, people who form the target group need to be involved and participate in deciding to accept or reject new behaviour. At this stage, the participants discuss implementation issues and the roles they have to play in the implementation of change. Finally, after people have discussed and experienced change, they adopt it. *Adoption* means that people are skilful and knowledgeable enough about new behaviours that are required. People resist change if change is implemented before they accept it and while they are still learning about it. During this time of learning, people form either a positive or a negative attitude towards change. Bargaining then

follows, wherein people try to negotiate a less disruptive change, and in some cases, depression subsequently sets in Duncan & Powers (cited in Stolovitch & Keeps, 1992).

It is not clear how the learning process was conducted in schools since the advocacy campaigns were not supported by inquiry (Loock *et al.*, 2006:84). The lack of the natural learning process to orientate educators towards the implementation of the IQMS in schools could be one of the major problems that contributed to the unsuccessful implementation of the IQMS in schools. It is critically important for educators and SMTs to be fully involved in discussion and planning processes to understand what the implementation of the IQMS entails. The involvement and participation of educators and SMTs in designing the implementation of the IQMS, means a “shared vision” that could inspire the participants to attain the desired future (Senge, 1996). Thus, educator teams need to be involved and empowered as SMWTs in order to make a difference in implementing the IQMS which, in turn, could lead to the effectiveness of these secondary schools. The natural learning process alone is not enough to influence educator teams in schools, and hence, Lewin’s three-stage model is needed to bring about organisational change in schools. The significance of these models for the implementation of change in schools is that they focus on planned change. Planned change is crucial for schools attempting to implement the IQMS successfully because unplanned change unduly causes major pains Duncan & Powers (cited in Stolovitch & Keeps, 1992).

**b. Lewin’s three-stage model**

Lewin’s three-stage model is a powerful cognitive tool for understanding the change situations. This model consists of unfreezing, moving, and refreezing stages (French & Bell, 1995:82). The *unfreezing* stage creates pain and discomfort which cause guilt and anxiety which motivates a person to change. In other words, a person drops old behaviours and acquires new ones, so that change can occur. The person must experience a sense of psychological safety in order to replace the old behaviours with new ones. At the *moving* stage a person undergoes cognitive restructuring. The person needs information and evidence to show that change is desirable and possible. This is gained by gathering relevant information from the relevant environment. The

*refreezing stage* integrates the new behaviours into the person's personality and attitudes; that is, stabilising the changes which require testing to see if they fit the individual and fit the individual's social surroundings (French & Bell, 1995:82).

This discussion shows that Lewin's three-stage model is critical to empower educator teams in these schools to think about change and identify what is required in order to change their behaviours dropping the old behaviours and acquiring new ones so that change can occur. However, the reality is that before an individual educator drops their old behaviours and acquires the new ones, that individual educator needs to experience a sense of psychological safety in change. Thus, educators in these schools need to be engaged in programmes based on theories and models in which educators can discuss and think about change in an effort to discover what change requires and how IQMS could be implemented in their schools. From this discussion, it becomes evident that it is essential to engage educators in a conflict situation resulting from the debate in which educators express their views openly as opposed to suppressing their feelings and thoughts about change. The underlying belief in this study is that it is essential that issues bothering educators are addressed at the beginning of the process of change rather than solving problems at a later stage. The reality is that problems associated with the failure of effectively implementing the IQMS can be addressed better where all staff members participate in decision-making processes. Hence, Elrod and Tipett (2002:274) state that the role of participatory management is to involve team members in decision-making processes in an attempt to reduce any resistance to change. This discussion also shows that team members in an organisation need relevant information and evidence which shows that change is desirable and possible before team members restructure their cognitive and start to integrate the new behaviours into their personalities and attitudes (that is, testing changes to see if these changes fit with their personalities and social surroundings). Therefore, Lewin's three-stage model is important to support and help educators to see a need for change, of dropping the old behaviours and acquiring new ones. Thus, educators should be allowed to go through these stages of change in order to implement the IQMS successfully.

However, Lewin's three-stage model alone is not sufficient to ensure the successful change from the current state to a desired future where the IQMS can be implemented successfully.

### **c. Burke-Lewin's change model**

The Burke-Lewin's model identifies two variables that are involved in creating change, that is, first-order and second-order change. These are called transactional change and transformational change respectively. The first-order change is evolutionary and adaptive in which features of the organisation are changed, but the organisation's fundamental nature remains the same. The second-order change is revolutionary and fundamentally changes or alters the nature of the organisation in significant ways. The first-order change implies that educators require support on a continuous basis from their principals and SMTs when the process of implementing the IQMS was introduced in their schools. For example, educators were supposed to receive intensive training on the implementing the IQMS in order to make the necessary preparations and adjustments before the actual implementation of the IQMS could take place. This process is crucial to prepare educators before second-order change can occur. During second-order change, which is multi-dimensional and multi-level, educators were to be engaged by their principals and SMTs and SDTs into the actual and real implementation of the IQMS (cf. 2.2.14). The belief in this research is that these processes of planned change could have empowered educators in secondary schools to implement the IQMS effectively. By contrast it appeared that educators in these schools were never engaged in the processes of planned change characterised by Burke-Letwin model. It is for these reasons that the implementation of the IQMS in these schools proved to be a failure. Thus, it is imperative to empower educators in these schools to implement the IQMS successfully which may lead to school effectiveness.

Having highlighted the problems that contribute to the failure of the successful implementation of the IQMS in schools, it is critically important to discuss the empowerment of educator teams in secondary schools in order to implement the IQMS successfully.

### **2.2.11 Empowerment of SMWTs**

The problems discussed above in this inquiry (cf. 2.2.10.1) show that educator teams in many schools in South Africa are not empowered to implement the IQMS. It appears that educator teams lack the authority to make decisions on the implementation of the IQMS in the hierarchical structure of these schools and instead, the authority is in the hands of the principal. Educator teams are managed and controlled rigidly from the top down in these schools (Thurlow *et al.*, 2003:45; Jansen, 1998:12; Steinmann, 1999:29). Owing to bureaucracy, the hierarchical structure is inadequate to support educator teams to implement of the IQMS (cf. 1.1). The hierarchical structure also lacks the alignment with teams to function effectively (West, *et al.*, 2003:198). Furthermore, one-way communication and a limited information network are the major characteristics of these schools.

For educator teams to implement the IQMS successfully these teams need to be empowered as SMWTs. SMWTs are empowered with both the formal authority and additional management responsibilities (Ivancevich *et al.*, 2005:395). The following model (cf. Figure 2.3) demonstrates how educator teams can be empowered as SMWTs.

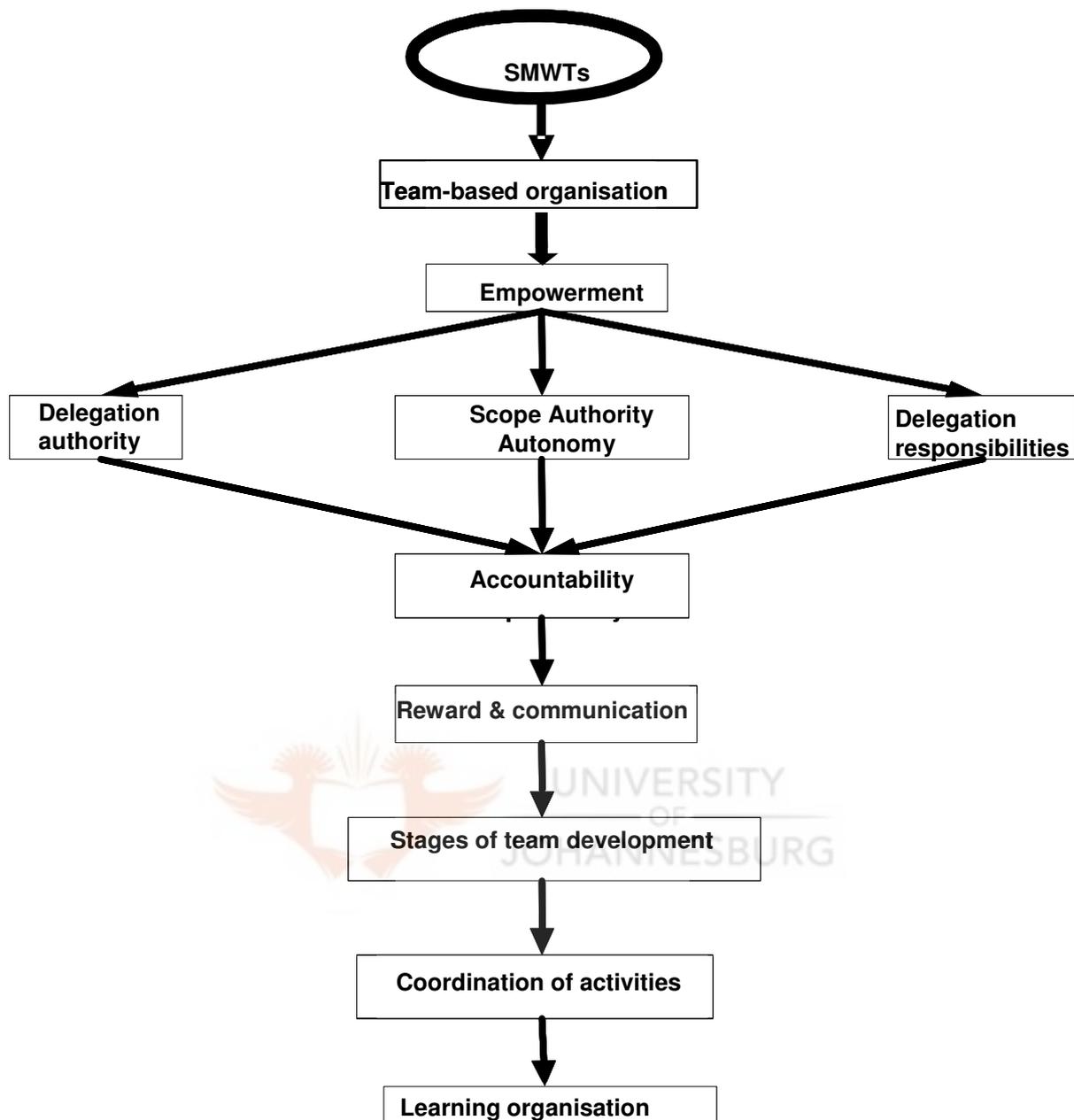


Figure 2.3: Empowerment of SMWTs. (This model is developed by the researcher of the study who drew the relevant information from the different sources of literature).

The belief in this research study is that delegation of the educator teams, with both formal authority and management responsibilities, is the key approach to empower educator teams to implement the IQMS effectively. The assumption in the inquiry is also that the effective delegation of both formal authority and management responsibilities to educator teams can result in their empowerment. Empowerment is a process of development and growth that enables employees to take independent

decisions and have a sense of ownership of their work (Carl, 2003:8; French & Bell, 1995:94). Empowerment occurs when the principal gives decision-making authority to those delegated with tasks (Van Deventer & Kruger, 2003:118). Empowerment in this context implies that educator teams need to be given authority to make decisions on how to implement the IQMS. Giving authority to educator teams will make these teams experience a sense of “ownership” and take control over the implementation of the IQMS (Robbins, 1997:294; Yeatts & Hyton, 1998:210). Thus, educator teams need to be empowered as SMWTs in an effort to implement the IQMS.

These views suggest that the principals in these schools need to decentralise authority among educator teams in an effort to implement the IQMS successfully. Decentralisation is the process of delegating power and authority from higher levels to lower levels within the organisation. Decentralisation relies on the lateral relationships characterised by less opportunity of being ruled by command (Joubert & Bray, 2007:15; Greenberg & Baron, 2003:554). The decentralisation of authority among educator teams could result in the accountability of these teams on their performance on the implementation of the IQMS. Thus, the principals in these schools should provide the individual educator teams who carry out the various tasks with a scope of autonomy to make independent decisions so that these teams can determine how to implement the IQMS. The “truth” is that when educator teams are delegated with authority and autonomy to determine how to implement the IQMS these teams will be more effective and accountable for the outcomes of their performance. It is in this context that the principals in these schools need to decentralise authority among educator teams in an attempt to empower them teams to perform their responsibilities effectively.

However, the decentralisation of authority among educator teams and the empowerment of educator teams to implement the IQMS successfully cannot take place in these schools without the flat or horizontal structure of a team-based organisation. A team-based organisation represents a horizontal structure which is crucial for the empowerment of teams to carry out their tasks effectively (West *et al.*, 2005:154; Scott, 1999:51; Ivancevich & Matteson, 1996:588). Therefore, the following model (cf. Figure 2.4) depicts how the secondary schools of the Kathorus area, within which educator teams function, can be transformed into team-based organisations

characterised by the horizontal structure in order to empower these teams to implement the IQMS effectively.

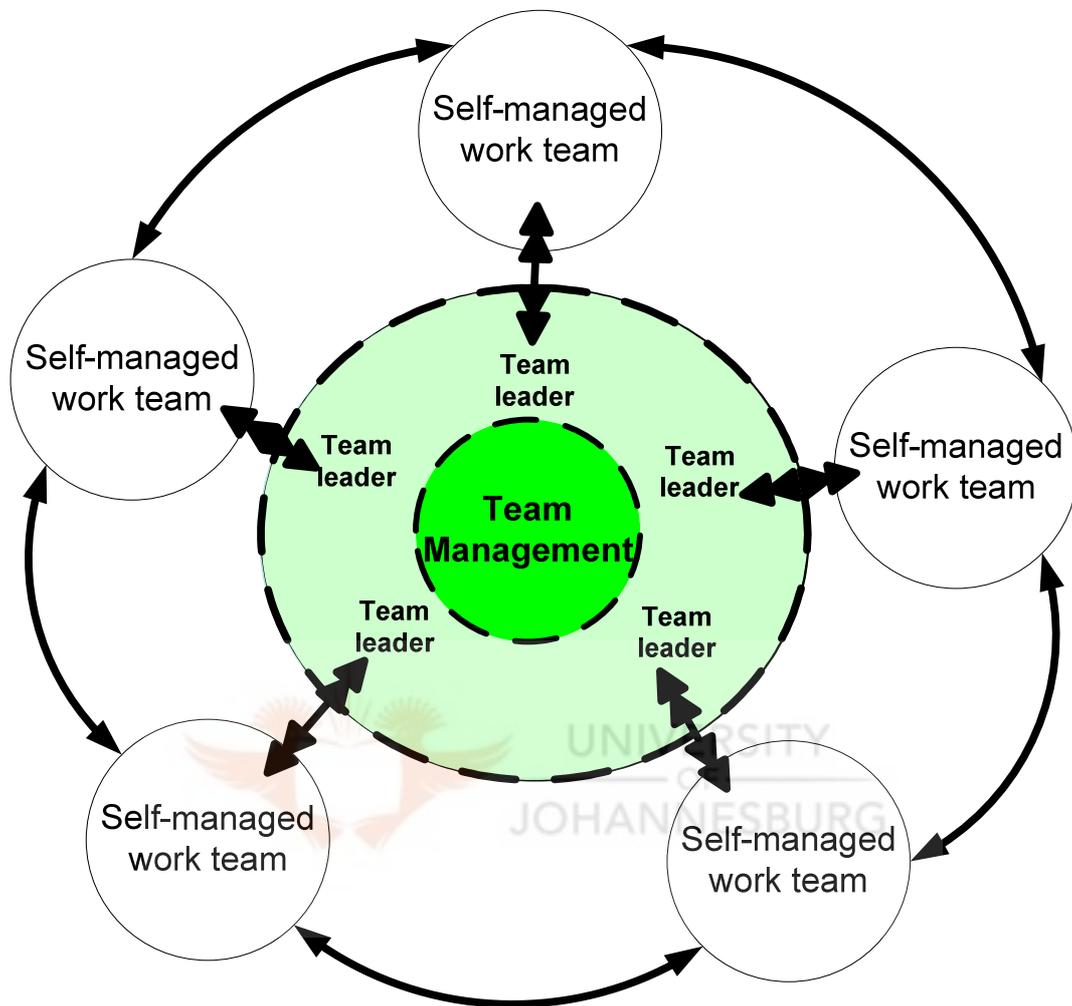


Figure 2.4: The horizontal or flat structure of a team-based organisation. (This model is designed by the researcher in which the inquirer used the information from literature).

The model demonstrates that the horizontal structure of a team-based organisation is crucial to decentralise the decision-making authority among team members at all levels of the organisation in order to empower educator teams to implement the IQMS. The significance of the horizontal structure in empowering educator teams to implement the IQMS lies in the fact that the horizontal structure decentralises the decision-making authority among team members rather than the hierarchical structure which centralises authority in the hands of the principal. The horizontal structure is built around the key processes such as decision-making, control, and

goal-setting rather than tasks (Ivancevich & Matteson, 1996:588; Grobler, 2003:54; Ivancevich *et al.*, 2005:546-7). In a horizontal structure of a team-based organisation these key processes are decentralised among and shared by team members at all levels of the organisation. In this regard, the horizontal structure ensures that each member in an organisation will have a sense of personal worth and growth. The horizontal structure also provides a lateral communication system in which team members communicate directly with one another (Mohrman *et al.*, 1995:xv; West *et al.*, 2003:189; West *et al.*, 2005:150). Thus, the principals need to build the horizontal structure for these schools in an effort to empower educator teams to function as core building blocks to implement the IQMS.

The empowerment of SMWTs in a team-based organisation is not limited to the empowerment of these teams with both the formal authority and additional management responsibilities. However, empowerment of SMWTs is also done through the accountability.

#### **2.2.11.1 Accountability**



Accountability is calling upon an individual or group to answer for deeds or omissions (Naidu, *et al.*, 2008:40). Accountability means giving an account to designated people about one's actions concerning their mandated duties. Accountability refers to the educator's obligation to give an account of having performed the work delegated to them by the principal or HoD in accordance with set criteria and pre-determined standards (Van Deventer & Kruger, 2003:118). Accountability implies that staff members will be expected to account for the outcomes of the tasks that they are responsible for. Thus, despite the fact that delegating means that responsibility and authority are entrusted to others, the principal in this case, the delegator remains responsible and accountable for all activities as well as their execution. The principal's accountability cannot be delegated to somebody else (Van Deventer & Kruger, 2003:120).

Accountability also adds dimension to the principal's position in that the principal is held responsible not only for their own performance but also for the performance of all the educators in the school. When individual team members accept responsibility for their own performance and contributions, team effectiveness increases (Ivancevich *et*

*al.*, 2005:341). It is also clear from these views that responsibility refers to the duty that rests upon a person to carry out his or her duty to the best of their ability. However, work or tasks need not necessarily be done by the person himself or herself, he or she may delegate it, but, remain responsible for the final execution of the work. Accountability implies that the staff members are expected to account for the outcomes of the tasks that they are responsible for and links directly to the actions of an individual or a group. Accountability is crucial in SMWTs because these teams are autonomous and manage themselves. SMWTs do not only solve problems but are also accountable and responsible for their performance outcomes (Robbins *et al.*, 2003:201).

Accountability also refers to reporting on the control and use of resources by those who are accountable for their control and use (Bisschoff & Mestry, 2003:50). According to Joubert and Bray (2007:3), and Bisschoff and Mestry (2003:51), accountability involves two responsibilities: the first is the responsibility to undertake certain actions and the second to produce an account of those actions. Bisschoff & Mestry (2003:50) further explain that accountability in the school context involves confirming that the school's resources actually exist, that these resources have been used for legitimate and legal purposes and that they have been accounted for in a proper way. Responsibility refers to a duty that rests upon a person to carry out their duty to the best of their abilities.

These definitions show that educators have an obligation to give an account of having performed the work delegated to them by the principal or HoD in accordance with the set criteria and pre-determined standards. In other words, accountability implies that staff members will be expected to account for the outcomes of the tasks that they are responsible for. The definitions of accountability and responsibility in this context place emphasis on individual accountability and responsibility rather than joint accountability and responsibility for teamwork outcomes. The definitions focus more on the situations in which the principal remains ultimately accountable and responsible for all activities in the school as the head of the institution. The argument in this study is that the individual accountability and responsibility are a legitimate part of the success of the school, however, individual accountability and responsibility does not take into account the actions and behaviours of team members in which they are jointly held accountable and responsible for their teamwork outcomes in an attempt to promote team spirit among team members. Therefore, the collective accountability and

responsibility of all individual team members should be taken into consideration for the successful implementation of the IQMS in schools.

### **2.2.11.2 Collective accountability**

In contrast to individual accountability and responsibility that places great emphasis on individuals, in a team-based organisation, SMWTs are collectively held accountable and responsible for their performance results as teams (Schermerhorn, 1999:357; Recardo *et al.*, 1996:82; Brewster *et al.*, 2000:9). The collective accountability in a team-based organisation is linked with the organisation. The link of collective accountability and responsibility within the organisation implies that any team in an organisation can hold any other team accountable for not doing their work or creating problems in an organisation (West *et al.*, 2005b:169). Greenberg and Baron (2003:294) assert that a key characteristic of SMWTs is that these teams share the responsibility and are jointly held accountable for the outcomes of their work. In support of this view, Campbell and O'Bree (2006:6) assert that effective teams accept accountability and responsibility for their actions, rather than depending on one individual who is held responsible for teamwork; and hence, the collective accountability.

One of the major reasons for collective accountability in a team-based organisation is that the collective accountability is considered as empowering individual members of SMWTs to become more accountable for their work outcomes. Thus, the collective accountability and responsibility are central in SMWTs. It is often uncomfortable for individual team members to be dragged down by poor performing colleagues and who are not being judged on their individual merit. Unfortunately, in a team-based organisation individual contributions are not considered as sufficient for the organisation, unless the contribution of an individual enhances the team's success. Thus, it is a responsibility of all members of SMWTs to make sure that the work and responsibilities of all members are integrated into the team's work or success (Schermerhorn, 1999:357). The approach of SMWTs to collective accountability is an attempt to empower all individual members of SMWTs to support one another and contribute to the team's success. Thus, the collective accountability of SMWTs in a team-based organisation is used as a prerequisite for the empowerment of the SMWTs. To ensure effective collective accountability for SMWTs, these teams have a "control

mechanism” which informally sanctions or prohibits the unacceptable behaviour of team members who do not perform. Hence, the individual members of SMWTs strive to make positive and meaningful contributions to a team (Ivancevich & Matteson, 1996:305).

It is in this context that educator teams need to be empowered as SMWTs in secondary schools in the Gauteng province, in order to get all members of educator teams to be jointly accountable for their actions rather than the principal alone taking the responsibility to account for the performance of members of the educator teams. The principal may not successfully account for the actions of each individual member of educator teams. The conviction in this study is that the successful implementation of the IQMS in these schools is dependent on a joint and collective accountability and responsibility of the entire staff, rather than the principal being held accountable on behalf of the individual staff members (Schermerhorn, 1999:357; Greenberg & Baron, 2003:294). Thus, it is critically important for individual members of educator teams to be held accountable for the effective implementation of the IQMS. The collective accountability of individual members of educator teams in these schools needs to be used as a prerequisite for the empowerment of members of educator teams. However, empowerment of SMWTs with regard to collective accountability and responsibility is not sufficient without a team-based rewards system for educator teams.

### **2.2.11.3 Team-based reward system**

Motivation refers to all attempts that could shape the behaviours of educators to commit themselves to their work (Yeatts & Hyten, 1998:1; Schermerhorn, 1999:284). Motivation is the process that arouses, directs, and sustains goal-directed behaviour, which is related to a person’s needs. It plays a central role in shaping the behaviour of individual educators (workers), specifically in influencing and shaping their work performance in schools. The highly motivated person works harder than an unmotivated person does. Motivation depends on aim-directed behaviour, which has two elements, namely, people’s needs (which initiate their behaviour and actions) and aims (which fulfil the unsatisfied needs). Mohrman *et al.* (1995:177) maintain that the reward system is a direction-setting element of the organisation because it influences the course of organisational effort to achieve its goals. It can, therefore, be contended that the

process of motivation in its simplest form is initiated by a conscious awareness of an unsatisfied need. When the needs have been satisfied, new ones develop and the cycle continues (Yeatts & Hyten, 1998:1; Schermerhorn, 1999:285; Van Deventer & Kruger, 2003:148-149). Motivation is the process that arouses, directs, and sustains goal-directed behaviour, which is related to a person's needs (Weiss, 2001:93). In addition, McClelland's motivational theories cited in Ivancevich & Matteson (1996:166), include the principle of recognition. This principle states that if a staff member receives the necessary recognition and work satisfaction, they will be inclined to work harder. Through planning and organisation, the school management team determines the school's aims and outcomes, and when and how those aims and outcomes should be achieved. Therefore, the SMT members in these schools should not underestimate the practice of recognising and rewarding the educator team members who have completed their work successfully in an attempt to commit themselves to achieving the school's goals and for improving the work environment of these schools.

The above definitions and views held by different authors focus on rewards and incentives that are given exclusively to certain individual team members rather than all team members for the team effort. In contrast to an individual rewards system, there is also a team-based rewards system. Consequently, the individual reward system is considered as undermining the team effort of SMWTs, hence, the individual rewards system is not emphasised for SMWTs in a team-based organisation (West, *et al.* 2003:193). In fact, the lack of the utilisation of the individual reward system for SMWTs in a team-based organisation stems from the view that the individual reward system sends contradictory messages to teams that discourage teamwork and team spirit among team members. Therefore, the contradictory messages to teams are regarded as a source for disempowering SMWTs to commit themselves to the attainment of goals of an organisation (West *et al.*, 2003).

In a team-based organisation the team-based reward system is viewed as crucial for the empowerment of SMWTs. In this organisation, SMWTs are recognised and rewarded as teams for their team effort, irrespective of those team members who did not perform as other team members did towards the achievement of the organisation's goals. The purpose of emphasising the team effort in a team-based organisation is to enhance and promote teamwork and to create a supportive environment that nurtures the efforts of

teams towards the attainment of the organisational goals (Colenso, 2000:78). In team-based organisations, it is believed that the team-based reward system will encourage the individual team members of SMWTs to help and render their support to other team members which could result in heightening the effectiveness of the organisation. In team-based organisations, it is also believed that the emphasis on the team-based reward system will result in the promotion of the collective culture of SMWTs in which team members collaborate and work together as a team towards the attainment of the organisation's goals rather than an individualistic culture wherein team members only focus on their own personal interest (Parker, 2003:208; Mohrman *et al.*, 1995:57). It is in this context that the reward system in these schools needs to be re-aligned to the reward system of SMWTs in a team-based organisation in an effort to empower educator teams to implement the IQMS successfully in schools.

Contrary to these views, it appears that team-based reward system in secondary schools is lacking. The lack of a team-based reward system cannot empower educators to commit themselves towards the effective implementation of the IQMS in these schools. When people think that their contributions are not going to have any impact on the outcome, they are less likely to exert themselves in an effort to accomplish the goals and objectives of a school (Thompson, 2004:30). Thus, it is essential that the SMTs in the schools employ the team-based reward system in an effort to motivate educators to exert themselves for the effective implementation of the IQMS.

It is, therefore, advisable to re-align and re-design the policies of individual reward systems into team-based reward systems in order to empower educators and gear them towards accepting the importance of a team effort which is critically important for educators to implement the IQMS policy. This view, is in line with Ivancevich *et al.* (2005:342) who maintain that the success of a reward system is to promote teamwork and team spirit. The team spirit and teamwork are clearly demonstrated in Ubuntu philosophy which is characterised by teamwork. The relationships and teamwork mean that the spirit of Ubuntu supports solidarity cooperation that allows individuals to contribute their efforts for the betterment of the entire team. A supporting practice could be the linking of the reward system to team performance (Robbins *et al.*, 2003:68, 371). Thus, the principals in these schools need to use a team-based reward system for educators in an effort to enhance and promote teamwork among educators when

implementing the IQMS. In reality, the continuous emphasis on the recognition and rewards of certain individuals by the principals in these schools, could be viewed as another way of principals clinging to old management paradigms rather than embracing new management paradigms (Parker, 1998:72). The problem with traditional management paradigms is that these management paradigms promote an individualistic culture rather than a collective culture which disempowers educators to work together as a team in the implementation of the IQMS. The recognition of teamwork among educator teams working as SMWTs implies that educator teams are empowered to care, help and give support to other team members and to strive collectively as a team to achieve the school's goals. It is in this context that the individual rewards system in these schools needs to be re-designed and re-aligned with team-based reward system in an effort to empower educators to focus on the team effort and as a team member which could result in the successful implementation of the IQMS.

For an effective team-based reward system to occur in these schools, it needs to be accompanied by an open or lateral communication system.

#### **2.2.11.4 Lateral communication system**

Communication is a process that requires both a sender who begins the process and a receiver who completes the communication link (Hellriegel, 2004:313; Van der Westhuizen, 1991:205). When the receiver understands the communication, the cycle is complete. Communication is the transfer and exchange of information and understanding from one person to another by means of meaningful symbols. It is a way of exchanging and sharing ideas, attitudes, values, opinions, and facts (Hellriegel, 2004:313). Communication aims at informing and convincing the receiver. In the same light, Van Deventer and Kruger (2003:156) describe communication as a message conveyed by a sender to recipients, either verbally or non-verbally, with regard to activities, management tasks or relationships between staff, parents and learners and the school. Communication takes place when a certain message is conveyed from one person to another and this process is known as the communication process. Communication elicits certain behavioural responses from the recipient. This response leads to task execution, which in turn, is an integral part of the communication process.

The management of an organisation must have the ability to receive, transmit and act on information sent and received (Ivancevich & Matteson, 1996:18). The communication process links the organisation to its environment as well as to its various parts. Information flows to and from the organisation and within the organisation. Information integrates the activities of the organisation with the demands of the environment and it integrates the internal activities of the organisation (Ivancevich & Matteson, 1996). The purpose of the effective communication is to ensure the flow of information and effective functioning of the school (Hellriegel, 2004:312). Thus, the team-based organisation ensures that information is shared (including upward and downward communication) where everyone throughout the organisation knows what is going on. Information sharing is ensured by the flatness of the horizontal structure of the team-based organisation (West *et al.*, 2005:165). This means that in a team-based organisation there is less hierarchy and therefore, communication goes across the organisation with increased speed which allows teams to perform their tasks more effectively. In this manner the flat reporting relations characterised by increased speed of communication could lead to empowerment.

It is in this context that the lateral communication system becomes central in a team-based organisation because it empowers SMWTs to perform their managerial responsibilities and leadership roles effectively. To ensure that SMWTs are empowered by means of open communication systems, these teams are used in a team-based organisation characterised by a horizontal structure. The horizontal structure of a team-based organisation provides a lateral communication system in which members of a team communicate directly with one another in an organisation. The importance of a lateral communication system for SMWTs is that this type of communication system is more suited to empowering SMWTs to cooperate, adapt and respond with effectiveness to changing environment (cf. 1.1). The horizontal structure of a team-based organisation also allows for the wide distribution of information (Mohrman, *et al.*, 1995:10-11). The efforts to ensure that SMWTs in a team-based organisation are provided with sufficient information and it is in line with the views of Ivancevich *et al.* (2005:341) who state that team members need information in order to accomplish their objectives and that much of this information has traditionally been management's sole domain. If teams are to be effective, they need the full disclosure of formerly restricted information, otherwise teams may be unable perform their responsibilities effectively.

These are the reasons that make it necessary for educators in secondary schools in the Kathorus area to be empowered with more information in order to accomplish the goals of the schools. In contrast to the above view, it seems that educators in these schools had very little information to perform their responsibilities effectively. The assumption of this study is that management in these schools needs to disseminate sufficient information among educators which could contribute meaningfully to the effective implementation of the IQMS policy in these schools. Educators in these schools should cooperate, adapt, and respond with enthusiasm to the changing environment. Educators should be given regular feedback on their performance in order to improve their performance, which, in turn, could lead to the effective implementation of the IQMS. In support of these views, Pokras (1995:9) asserts that effective managers ensure cooperation by establishing horizontal communication in organisations in order to create good working relationship between members of their staff.

In view of the above, it is clear that the principals in secondary schools area need to establish communication channels to empower educators to perform their functions and responsibilities which could lead to the effective implementation of the IQMS. The open communication system around teams is the only way (Campbell & O'Bree, 2006:6) of delivering it. One of the typical ways to ensuring an effective communication system exists is through the horizontal structure of a team-based organisation which provides lateral communication among team members so that they can communicate directly with one another. In fact, communication should draw on the intellectual capacity of the staff so that the school can achieve its goals. Good communications is essential to provide information to empower staff to minimise differences in the points of view among staff members themselves, and between the principal and staff, and effective communication empower staff to build a shared vision in which new ideas and information can be exchanged by team members in an effort to attain goals of the organisation (Hellriegel, 2004:313). Thus, the principals in these schools must create clear lines of communication for the exchange of information and ideas. In support of these views, Van Deventer and Kruger (2003:148) assert that effective education leaders create horizontal and vertical communication channels which make everyone aware of what is going on in the school. The wide distribution of

information in secondary schools could result in the empowerment of educator teams to respond effectively to a rapidly changing environment.

To ensure effectiveness in these schools, the communication system should be linked to team building.

#### **2.2.11.5 Team building**

Many organisations have established work teams and have the hope that these teams will respond effectively to the demands of performance and the changing work environment (cf. 1.1). However, work teams lack the ability to respond with efficiency to the changing environment. These teams have difficulty in getting everyone involved, to pull together in the right direction at the right time (Ivancevich *et al.*, 2005:596). Team building programmes are central in SMWTs in a team-based organisation to empower the SMWTs to respond with efficiency and effectiveness to the requirements of performance in organisations and the changing environment.

Team building is a process of empowering teams to become more effective in accomplishing their tasks and ensuring the needs of team members are fulfilled (Stott & Walker, 1995:71). In team building the planned activities are used to gather and analyse data on the functioning of teams and constructive changes are effected in order to increase the effectiveness of a team. Team building is usually employed when established teams show signs of problems, such as, for example, when members lose sight of their objectives (Greenberg & Baron, 2003:304-305). Thus, team building is viewed as an important determinant of ensuring the effectiveness of teams (Bush & West-Burnham, 1994:272).

The purpose of team building is to fuse individuals into a cohesive unit (Schermerhorn, 1999:369). Cohesion is the binding material of teams. Cohesion makes people feel better and it is a crucial ingredient for team viability (Thompson, 2004:91). Cohesion is associated synergy because of strength which team members draw from one another as the result of bonding (Stokes & James, 1996:120). In the same context, Pokras (1995:9) states that synergy is a combination of brainpower from different disciplines that work

together. Synergy is derived from the Greek “Sunergia”, which means that efforts of many individuals are more than the efforts of one individual (Robbins, 1997:294).

The purpose of team building is to empower teams to get their work done more effectively towards the improvement of their performance. It includes the setting of goals; analysing the way teams are working and what their processes are; examining relations among members; and coordinating team activities with other work units or teams. Team building is also aimed at the setting of goals; analysis of the ways in which team members are working as teams and their relations, and how coordination is done. These activities are achieved through a diagnostic meeting (French & Bell, 1995:172). Thus, team building interventions are directed towards diagnosis, task accomplishment, team relationships among team members and team and organisational processes (Ivancevich *et al.*, 2005:596-597; Recardo, *et al.*, 1996:271; Everard & Morris, 1996:156).

The team building sessions are critical for the empowerment of SMWTs. SMWTs organise the diagnostic meeting in which team building sessions are directed toward problem-solving, task accomplishment, examining and improving interpersonal relationships and the management teams’ culture and processes. Before SMWTs assume their responsibilities of planning and executing work assignments, they organise team building sessions in which they focus on goal clarification and the management of information. In building sessions, SMWTs are also trained in competencies that include joint planning; group dynamics and problem-solving skills; leadership roles (coaching and facilitating); consensus decision-making; motivation and incentive programmes; reorganising around self-directed work; developing cross-functional partnerships; experiential events; group problem-solving and conflict resolution; and “getting to know each other” games and social events. SMWTs also devote time to examining the impact of a new function or task being added to the teams’ requirements (French & Bell, 1995:173). Team building promotes the idea that people who work together as a team discuss conflicts and goals and determine norms for communication, decision-making processes and to develop effective ways of cooperating and managing meetings on a regular basis (cf. 1.1).

Thus, team building is crucial for the SMWTs in a team-based organisation, since members of SMWTs must cooperate and have cohesion in order to be more effective (Parker, 2003:40; Newstrom & Davis, 1993:307). Leaders of SMWTs in team-based organisations make sure that team building programmes are organised to empower SMWTs in performing their responsibilities more effectively (Bush & West-Burnham, 1994:267; Ivancevich & Matteson, 1996:16). The processes of team building also include the selection of new team members. The members of SMWTs are selected on the basis of their competencies and personalities. For this reason, the roles of team members are matched with their competencies and talents. According to Jay (1995:2), the matching of competencies and roles enables each team member to achieve more than usual. For teams to perform effectively, members must have the requisite ability, knowledge, and skills to perform a task. This requires that a manager appropriately match people with the right skills to perform the tasks at hand and to the organisational human resource structure itself (Thompson, 2004:24). Schermerhorn (1999: 355) states that the selection of SMWTs should be characterised by the team members who will be challenged by work assignments, who have the right skills, and who are able to work with people.

Yeatts and Hyten (1998:272) maintain that in effective organisations members of SMWTs are selected on the basis of their capability to host and work well with others. In contrast, in traditional organisations, the selection of team members is based more on work experience rather than on the ability and personality to work well with others. The importance of selecting members of SMWTs on the basis of their inherent personality and learned behaviour, and matching of roles with these competences and personalities, will enable each member to make a positive contribution to form a relationship with the rest of the team members (Jay, 1995:72). In addition, to these views, Gibson, *et al.* (1997:212) state that an effective team needs members who possess the ability to identify problems and make decisions, leading to alternatives and that they also possess interpersonal skills that include risk-taking, helpful criticism, objectivity, active listening, support, and for recognising the interests and achievement of others. Though members of SMWTs are selected on the basis of their competencies and personalities, however, the selection of new members is followed by intensive training. New members are not left alone to do self-training. Team building is therefore crucial for the effectiveness of SMWTs.

There are four factors that are central to the development of successful teams. These factors include the objectives of the team which should be clearly understood by all members; procedures for decision-making and planning should involve all team members; all members should be clear about team processes relating to what has to be done, by whom, with what resources; and finally, that a team should review its work regularly as part of a development process (Bush & West-Burnham, 1994:272).

This discussion shows that team building is crucial for the empowerment of educator teams and their effectiveness in the implementation of the IQMS. In a school context, team building is a major responsibility of the principal (Bush & West-Burnham, 1994:267). In support of this view, Ivancevich and Matteson (1996:16) assert that the establishment of teams is the managerial responsibility in an organisation. Hence, a principal should organise team building sessions for staff in an effort to empower educators to be more effective in their performance. The discussion confirms that team building sessions are critical for the empowerment of SMWTs since the purpose of building sessions is to fuse individuals into a cohesive unit and get every team member involved to pull together towards the effectiveness of the team (Thompson, 2004:91). In the same light, the individual members of educator teams need to be fused into a cohesive unit in order to work and pull together as team members in implementing the IQMS effectively (Greenberg & Baron, 2003:283).

During the team building sessions SMWTs clarify their goals regarding joint planning; group dynamics; problem-solving skills; leadership roles (that is coaching and facilitating); consensus decision-making; examining and improvement of interpersonal relationships; motivation and incentive programmes. It is also critical for educator teams to be characterised by cohesiveness or cohesion (that is, team bonding) in order to implement the IQMS effectively (Thompson, 2004:91; Greenberg & Baron, 2003:283). Thus, leaders of SMWTs in team-based organisation make sure that team building programmes are organised to empower SMWTs in performing their responsibilities more effectively. However, it appears that educator teams lack cohesion necessary for effectiveness. Instead, educator teams in these schools work in isolation from one another with the principals dominating these teams. It is also clear that team building is typically important for the empowerment of educator teams to clarify their goals including joint planning; problem-solving skills; consensus for decision-making;

examining and improvement of interpersonal relationships and examining the processes for communicating. It also appears that educator teams were not provided with the opportunity to attend to these critical issues except the principal who then decided on what should be done in a school and how the IQMS should be implemented.

Team building and training are complementary components to each other in ensuring that teams are more effective in their job performance (Everard & Morris, 1996:156, 161). For these reasons, SMWTs are also trained to acquire skills for new tasks to be performed.

#### **2.2.11.6 Training of SMWTs**

Training is a learning process that involves the acquisition of skills, concepts and attitudes to enhance the performance of employees (Robinson & Robinson, 1989:xiv). Training is a powerful process for enhancing knowledge and skills of educators so that they can master any kind of teaching strategy. Training is a process through which people systematically acquire and improve the skills and knowledge needed to better their job performance (Ornstein & Horenstein, 1998:305). Training is used not only to prepare new employees to meet the challenges of the jobs they will face, but also to upgrade and refine the skills of existing employees (Greenberg & Baron, 2003:61). Training is a systematic and planned process to change the knowledge, skills and behaviour of the employees so that the employees can achieve the organisational goals (Erasmus & Van Dyk, 1999:2; Davis & Davis, 1998:44; Seifert, 1996:106). These authors assert that in training, workers' attitudes are nurtured in order to help individuals to become more effective in performing their tasks and assignments. In the process of training teams members are encouraged to follow a systematic approach to getting things done. Therefore, training assists the intuitive thinkers who often tend to solve a problem by devising solutions and testing them until they are satisfied with the quality of their decisions. Intuitive thinkers need a systematic approach to training, which can help the intuitive thinkers to solve problems in a systematic manner. Training programmes can affect work behaviour in two ways. Firstly, the most obvious way is by directly improving the skills necessary for the employee to complete their job successfully. An increase in their ability improves the employee's potential to perform at a higher level. A second benefit of training is that it increases an employee's self-

efficacy. Self-efficacy is a person's expectation that they can successfully execute the behaviours required to produce an outcome (Robbins *et al.*, 2003:370).

It is in this context that educator teams in secondary schools in these schools need to be trained as SMWTs in order to improve their performance. The training of educator teams is critical to empower these teams to implement the IQMS which could result in the effectiveness of these schools. Training is also crucial in that team members know how to function effectively (Ivancevich *et al.*, 2005:340). The principal is directly responsible for the training of their staff so that staff members can improve their performance (Loock, 2003:66). The assumption in this inquiry is that training is essential to change knowledge, skills and the behaviour of educators so that educators in these schools can implement the IQMS effectively. It is clear that these views suggest that without proper training educator teams cannot be effective to implement the IQMS.

It is also important to be aware that training of educator teams alone is not sufficient to empower these teams to implement the IQMS, and thus, educator teams need to go through the five stages of development.

#### **2.2.11.7 Stages of team development**

For the newly formed groups or team to be effective to perform their tasks, they need to pass through five stages of development. These stages represent broad patterns in various settings. The five stages of group development need not be rigidly followed. A team can at any point move through these stages, skip a stage, or repeat one (Weiss, 2001:159I). Going through these stages also depends on the group as to how well specific group members learn to work with one another. These stages are central in SMWTs since the stages empower groups to perform their responsibilities effectively. These stages include forming, storming, norming, performing and adjourning (Parker, 2003:40; Roeloffze, 2001:5).

*Forming* is the first stage which includes the orientation of the group. This stage is characterised by uncertainty (and, frequently, confusion) about the purpose, structure and leadership of the group. Activities tend to focus on the group members' efforts to

understand and define their objectives, roles, and assignments within the group. Patterns of interaction among group members are tried out and either discarded or adopted, at least temporarily. The obstacles associated with this stage include the lack of embedded norms to serve as a self-correcting mechanism, the leader lacking interpersonal skills, and a quickly declining morale among team members. Generally, this stage is complete when individuals begin to view themselves as part of the team (Parker, 2003:42).

The *storming* stage of group development tends to be marked by conflict and confrontation. This generally emotionally intense stage may involve competition among members of the group for desired assignments and disagreements over appropriate task-related behaviours and responsibilities. A particularly important part of storming can involve the redefining of a group's specific tasks and overall goals (Schermerhorn, 1999:359-361).

Individually, group members are likely to begin to decide to what extent they like the group tasks and their commitment to them. While members may accept the group at one level, at another level, there may be resistance to control what the group imposes on them (Schermerhorn, 1999). Some group members may begin to withdraw during the storming stage, making this a particularly critical one for group survival and effectiveness. It is essential that the conflict that typifies storming be managed as opposed to being suppressed. Suppression of conflict is likely to create negative effects that can seriously hinder a group to function (Ivancevich & Matteson, 1996:284).

While *storming* is marked by conflict and confrontation, *norming* is characterised by cooperation and collaboration (Schermerhorn, 1999:360). At this stage, group cohesion begins to develop significantly. There tends to be an open exchange of information, acceptance of differences of opinion, and active attempts to achieve mutually agreed-upon goals and objectives. There is a strong degree of mutual attraction and commitment and feelings of group identity and camaraderie. Behavioural norms are established and accepted by the completion phase of this stage, as are leadership and other roles in the group. In the norming stage, members are likely to develop initial feelings of closeness and a sense of shared expectations. Development provides the team with the skills and knowledge needed to work together to accomplish the

objectives and carry out plans. Obstacles at this stage are important but not critical to success (Parker, 2003:40).

In the *performing* stage, the group is fully functional. The group structure is set, and the roles of each member are understood and accepted. The group focuses its energies, efforts, and commitments on accomplishing the tasks it has accepted. For some groups, this stage marks the attainment of a level of effectiveness that will remain more or less constant. For others, the process of learning and development will be ongoing so that group effectiveness and efficiency continue to grow. In the former case, group performance will be maintained at a level sufficient to ensure survival; in the latter case, the group will record increasingly higher levels of achievement (Schermerhorn, 1999:36).

The *adjourning* stage involves the termination of group activities. Many groups, of course, are permanent and never reach the adjourning stage. For temporary groups, however, such as committees, project groups, and similar entities, this stage includes disbandment. Customary task activities are complete and the group focuses on achieving closure. This stage can be marked by very positive emotions centering on successful task accomplishment and achievement. It may also be a source of feelings of loss, disappointment or even anger. The latter may be especially true in the case of permanent groups that fail to survive because of organisational downsizing, merging, or bankruptcy. Increasingly, adjournment is becoming an expected stage of group development. Many organisations are relying on temporary groups for problem-solving tasks and product development. In many cases, the team would like to disband with its members feeling that they could work with one another again sometime in the future if another need or opportunity to do so arises.

Being aware of these stages can help teams to recognise barriers that decrease the high level of performance in an organisation. These stages also show that behaviours of a group differ in each development stage and each stage influences the group's end results (Ivancevich *et al.*, 2005:326). Thus, a group leader can only be sure that a group is effective when the group has passed through each stage of development. The stages of development make everyone who is involved in the establishment of groups or teams to recognise why groups are non-functional to perform effectively towards the attainment

of goals of the organisation. Therefore, a group leader can be able to identify the specific areas of strength and weakness and provide support where it is necessary.

In contrast to these views, it appears that educator teams in these schools were not taken through the stages of group development in an attempt to empower these teams to be more effective. Educator teams in these schools worked in isolation and members of these teams appeared to dislike one another and lacked the ability to work well with one another. Going through the stages of team development would also have provided educators an opportunity to conceptualise the meaning of the IQMS and make contact with change, so that educators decide whether to accept or reject a new vision of the IQMS. The debate and conflicts on the introduction of the IQMS could have empowered educators to understand the objectives of the IQMS better and what roles the educator teams were expected to play in implementing the IQMS in their schools. The significance of these stages was to allow educators to express their views (that is, negative or positive) about the introduction of the IQMS rather than suppressing their conflicts and anger about the IQMS. The educators in these schools required more information, knowledge and skills about the IQMS before committing themselves to its implementation. It is also clear that if educators were provided with an opportunity to go through these stages, resistance could have been avoided. Thus, it was imperative that educator teams in these schools were assisted to pass through the stages of group development in order to develop skills and knowledge which are required to learn how to work together as groups or in teams. The underlying belief in this research is that educator teams need to pass through the stages of group development in order to implement the IQMS successfully.

The process of empowering educator teams as SMWTs, also requires that educator teams are empowered to coordinate their activities as SMWTs in an effort to ensure their effectiveness in achieving the school goals.

#### **2.2.11.8 Coordination of the activities of SMWTs**

Coordination occurs when various people work together to complete the same or even different tasks aimed at achieving the same goal, and it is necessary to coordinate their activities. No matter how skilled and motivated the individual team members can be,

they cannot meet their goals unless the activities of everyone are coordinated. Coordinating is essentially good for teamwork since it ensures that all the members of the team who are working together, achieve determined outcomes (Van der Westhuizen, 1991:179). Coordinating is the process through which school managers try to relate people, tasks, resources, and time schedules in such a way that they are complementary as well as supplementary, and support the whole school in realising the aims and outcomes of the school.

The need for coordinating exists when two or more people, activities, resources and time schedules have to or should operate in conjunction with one another. This need is particularly necessary when staff with different training and specialisation must work towards the same outcomes (Van Deventer & Kruger, 2003:123). Although the subjects and grades that educators teach may differ, their efforts should be coordinated because each plays an important role in creating a culture of teaching and learning among staff and learners. The purpose of coordination is to synchronise people and various activities to achieving the set goal; ensure cooperation between people; develop team spirit and teamwork so that everyone works towards the same goal; and to ensure that goals and policy are uniformly interpreted and applied (Van Deventer & Kruger, 2003:124). These authors assert that cooperation between people to achieve the set or same goal is characterised by the four fundamental principles which include coordination by means of direct and personal contact with responsible people; coordination at an early stage, that is, when the policy is formulated and not afterwards; coordination as a mutual relationship taking account of all factors of a specific situation; and coordination as a continuous activity (Van der Westhuizen, 1991:179).

The coordinator of the activities of various teams needs to facilitate coordination by consistently informing members of teams about activities which affect them and the organisation; they should consult members of teams about new or further developments; create opportunities for self-development within individual teams; and encourage team members to share the management of various activities. To ensure good coordination also requires the coordinator to coordinate regular team meetings and dialogues in which ideas and views are exchanged and problems are resolved through consensus and follow-up meetings which are continuously coordinated (Van der Westhuizen, 1991:179). Coordination, therefore, means to be able to provide effective support and

guidance where it is required. The different activities of SMWTs are coordinated into meaningful teamwork, otherwise such activities can be fragmented.

Effective coordination starts with sound viewpoints, attitudes, and planning. It also requires competent staff, mutual confidence and the continuous, consistent integration of the activities of all members of staff, a positive team spirit and high morale, none of which can be attained unless those affected are happy with their leadership (Van Deventer & Kruger, 2003)

Therefore, an administration structure or system should be established to coordinate all the activities of different educator teams. This view is in line with Van der Westhuizen, (1991:179-181) who maintains that the organisational structure influences coordination because it determines the framework that governs all lines of command, channels of communication, and patterns of relationships that must be integrated into a harmonious composite result. Coordination brings into focus and simultaneously applies all the principles and techniques outlined in planning, problem-solving, decision-making and organising.

The coordination of SMWTs is critical in empowering these teams. Consequently, there is a difference between the coordination of SMWTs in a team-based organisation and a bureaucratic organisation. In a bureaucratic organisation, coordination is done by a manager. However, in a team-based organisation, coordination is performed by a team leader or leaders who are elected by SMWTs. The team leaders do not use the traditional legitimate authority for the coordination process (Thompson, 2004:35). In a case where the coordinator or coordinators are to be appointed from outside the organisation, the manager of a bureaucratic organisation appoints the coordinator, while, in a team-based organisation, coordinators are selected jointly by the manager and team leaders (Ivancevich & Matteson, 1996:266). In a team-based organisation, the role of the coordinator includes getting teams to solve problems on their own; encouraging teams to discuss problems openly; helping a team to solve conflict within its group; asking teams to provide solutions to problems; encouraging teams to set performance goals; providing teams with the information they need; creating an atmosphere of mutual trust and understanding between coordinator and the team and

within the team; providing honest feedback; encouraging team self-evaluation; and being a resource to a team.

It is in this context that educator teams in secondary schools need to be empowered as SMWTs. The SDTs should be given an opportunity to synchronise the various activities of educator teams in these schools as SMWTs do in a team-based organisation. The coordination of activities of educator teams could result in the successful implementation of the IQMS in these schools which may lead to the greater effectiveness of these schools. To ensure coordination of the activities of SMWTs, these teams have a team management structure which is responsible for the coordination of the activities of SMWTs.

The belief in this inquiry is that the effective coordination of activities of educator teams in these schools cannot be possible without team the management structure of the SMWTs.

#### **2.2.11.9 Team management structure of SMWTs**

SMWTs are autonomous work groups who are empowered with formal authority to perform the 'managerial' tasks that were previously only done by the manager of the organisation (cf. 1.1 and 2.2.2). Therefore, SMWTs are different from the traditional teams that are led by a manager who make all the strategic decisions on behalf of these teams. SMWTs are managed and led by a management structure characterised by fewer levels rather than structure consisting of many levels. This means that in a team-based organisation a leader or manager of the organisation and team leaders who represent various SMWTs form a management structure of SMWTs referred to as the team management structure. The team management structure consists of two levels of hierarchy, such as the team leaders of the various SMWTs and a manager of the organisation. The team management structure of SMWTs builds a horizontal or flat structure in which the SMWTs function (cf.2.2.11). Thus, the team management structure of SMWTs is empowered to coordinate the activities of SMWTs effectively since the team management structure of SMWTs is operating is a horizontal structure. Team leaders in a team-based organisation, are delegated with decision-making authority beyond the scope of SMWTs. In spite that the team members a team-based

organisation, are delegated with decision-making authority beyond the scope of SMWTs (that is, in a traditional context, team leaders form a level in the hierarchy above SMWTs and are part of management). However, members of the management team are not necessarily situated at higher hierarchical job levels than members of SMWTs. The members of the management team only have authority to provide the overall direction, determine the overall design of the unit, and carry out performance management responsibilities (Mohrman *et al.*, 1995:50).

In this structure, the team leaders work closely with a manager of the team-based organisation and the team leaders interact directly with a manager on an equal basis. The team leaders liaise between the manager of the organisation and the various SMWTs which they are representing (cf. Figure 2.2). The interaction between the manager and team leaders implies that the leader of a team-based organisation needs to be capable of doing both, that is, managing teams and be a team member of the teams he or she is leading (Mohrman *et al.*, 1995:50, 269). This view is congruent with the Vroom-Jago leadership theory which states that a leader in a team-based organisation is both a leader and team member (cf. 2.2.7.1). This theory also suggests that a leader in a team-based organisation shares the problems with SMWTs and becomes part of these teams without dominating them, hence, in a team-based organisation a team leader generates and evaluates alternatives with SMWTs and the leader is willing to accept and implement any solution that has been supported by the entire members of the team (cf. 2.2.7.1). Thus, the leader of a SMWT in a team-based organisation needs to have the team-based leadership competences in order to become capable of increasingly managing and leading teams.

The effective leaders of SMWTs in a team-based share the following characteristics in common (Ivancevich *et al.*, 2005:492):

- They provide direction and meaning to those they are leading. This means that they remind people what is important and why what they are doing makes a difference;
- They generate trust;
- They favour action and risk taking, that is, they are proactive and willing to risk failing in order to succeed; and

- They are purveyors of hope because in both tangible and symbolic ways, they reinforce the notion that success will be attained.

The conviction in this study is that the principals and SDTs of these schools can also form a team management structure based on the horizontal structure as SMWTs in a team-based organisation. The principals and SDTs need to work closely with one another as it spelt out in the IQMS policy which requires the principals to work together as a team in managing the implementation of the IQMS with those educators who are democratically elected by staff (Education Labour Relations, Council 2003b:2-6; Education Labour Relations, Council 2003a:5). In this structure the SDTs need to liaise between the principal while representing the various educator teams in a school in the same way as it occurs with the SMWTs in team-based organisation (cf. Figure 2.4 in 2.2.11). It is in this context that these schools can in a position to implement the IQMS only if the principals and SDTs interact directly with one another and make decisions on equal bases. Thus, the hierarchical the structure of these schools needs to be re-defined and transformed into a horizontal structure of a team-based organisation in an effort to empower and support educator teams in these schools to implement the IQMS.

However, the empowerment of educator teams with the formal authority and decentralisation of authority among them and the creation of the horizontal structure and building of the management team structure in these schools are not enough to empower educator teams. These teams need Ubuntu philosophy and the African style of management and leadership to implement the IQMS successfully.

### **2.2.12 Ubuntu philosophy and the African style of leadership**

The decentralisation of decision-making authority and provision of a lateral communication system among team members through the horizontal structure discussed above, show that the decision-making authority and a lateral communication system, are also crucial in the Ubuntu philosophy and African style of leadership. This reality is evident in the practices of holding meetings called “lekgotla” or iimbizo in which the notions of the community benefit are paramount. In these meetings the role of the members of the entire community is to make

decisions about issues which affect members of the community. The consultative nature of these meetings show that Ubuntu philosophy is not simply an individual action, but is made of the manifestation through the actions and notions of community benefit are viewed by the leader as crucial. A leader who employs the African style of leadership acts in the interests of the good of the community that he or she leads or serves (Naidu *et al.*, 2008: 11; Roberts & Roach, 2006:5; Robbins *et al.*, 2003:371). These views imply that the principals in these schools need to involve educator teams in decision-making processes in an effort to implement the IQMS successfully. Ubuntu, literally translated means “I am because we are - I can be a person through others”. Ubuntu is may be interpreted in different ways and include values such as morality, humaneness, compassion, care and empathy, sharing, honesty and humility (cf. 1.8). The concept of Ubuntu - *Umuntu Ngumuntu Ngabantu* also means that a person is a person through other people or “I am because you are, you are because we are” (Robbins *et al.*, 2003:111; van Deventer & Kruger, 2003:70). Thus, the principle of Ubuntu is embedded in communalism, which comprises supportiveness, cooperation and solidarity. These views illustrate vividly that that the principals in these schools cannot succeed in implementing the IQMS successfully without the African leadership perspective or being guided by the principles of Ubuntu philosophy.

Contrary to the similarities between Ubuntu philosophy and the IQMS, it seems that the Ubuntu philosophy is not applied in secondary schools. The behaviours displayed by the principals in these schools lack the consultative and participative style of the African leadership. Instead, the principals in these schools employ the autocratic style of leadership as the key approach to implement the IQMS in which one individual dominates others. The autocratic style of leadership is opposed to the African leadership perspective in that autocracy is the characteristic of a bureaucratic model which refers to centralised authority in the hierarchy and exerts tight control over members of an organisation (cf. 1.1). This view, is supported by Robbins *et al.* (2003:371) who assert that even after the 1994 democratic election in South Africa, new managers have failed to make use of the African style of leadership in the workplace. The lack of the application of the African style of leadership in schools could be one of the major problems associated with the failure to implement the

IQMS effectively in schools. Ubuntu philosophy and African perspective style of leadership are characterised by the following:

*Relationships and teamwork:* The solidarity spirit of Ubuntu philosophy supports cooperation that allows individuals to contribute their efforts for the betterment of the entire team. A supporting practice could be the linking of the reward system to team performance.

*Decision-making:* Under Ubuntu philosophy, agreements are reached by consensus and in this way decisions are likely to be implemented (Robbins *et al.*, 2003:68, 371). Thus, in Ubuntu philosophy, conflicts among team members can be eliminated.

*Interdependence:* Interdependence is based on the belief that people need to unconditionally respect the dignity of other people in order to achieve the goals of the organisation.

These characteristics of Ubuntu philosophy and the African perspective style of leadership, demonstrate clearly that it is crucial for the principals in these schools to apply Ubuntu philosophy and the African perspective style of leadership in order to empower educators to implement the IQMS.

For the principals to be able to apply Ubuntu philosophy and the African style of leadership they need to be both team leaders and transformational leaders. A team leader possesses management and leadership skills that are classified in three categories: leadership skills, coaching skills, and skills in the area of organisational design and change (cf. 2.2.21). Transformational leaders are capable of getting their followers to transcend their own self-interests and do things that benefit the organisation. The transformational leader has the ability to do things that revitalise and transform the organisation. A transformational leader provides a strong vision, and substantially raises the confidence, commitment and aspirations of the followers to achieve goals of the organisation. This leader puts an emphasis on transformation a shared vision and visionary leadership. A visionary leadership is the ability to transform the current state of the school into a desired future (cf. 2.2.9). Ubuntu philosophy and a shared vision are crucial for educator teams in these schools to have a

common goal of achieving of implementing the IQMS successfully. The Ubuntu philosophy and a shared vision are also a key to gaining the commitment, and enthusiasm of educator teams in attaining the successful implementation of the IQMS. Therefore, the combination or integration of team leadership and transformational leadership are key components to bring about transformation in an organisation. The team leadership and transformational leadership imply that a principal needs to be both a team leader and transformational leader in order to apply Ubuntu philosophy and employ the African leadership perspective in an effort to implement the IQMS successfully. Furthermore, the belief in this study is that a principal who is both a team leader and transformational leader will be capable to transform the existing culture in a school into new permanent team-based culture that will support the effective implementation the IQMS. Thus, Ubuntu philosophy and African style of leadership need to be applied in these schools.

It is also important for the principals to be fully aware that Ubuntu philosophy and the African style of leadership are strongly applied and reflected in the SMWTs to implement the IQMS effectively in secondary schools.

### **2.2.13 Self-managed work teams**

SMWTs are autonomous work groups that are empowered with formal authority to perform the “managerial” tasks that were previously only done by the manager of the organisation (cf. 1.1). SMWTs are different from the traditional teams that are led by a manager who makes strategic decisions on behalf of teams which are only expected to conform to the decisions of a manager (Weiss, 2001:143). SMWTs have the authority to share various management and leadership functions in which everyone assumes a leadership role at one time or another, even if there is a designated leader. SMWTs are the highest form of teams in organisations and do their work without management interference. SMWTs are designed to lessen the need for hierarchical forms of organising since these teams perform the core processes of an organisation and therefore they are the core building blocks of an organisation. The significance of the SMWTs in a team-based organisation is that these teams create the high-performance, flexibility, and high-commitment towards the achievement of a shared vision of a team-based organisation (Hatch & Cunliffe, 2006:41; Robbins *et al.*, 2003:199).

SMWTs are jointly accountable for the outcome of their performance, that is, each team member of SWMTs shares responsibility for that outcome and hence, these teams represent a joint contribution. SMWTs are empowered with formal authority which allows these teams to make independent decisions and perform core processes and tasks that enable these teams to accomplish goals of the organisation (Robbins *et al.*, 2003:203; Brewster *et al.*, 2000:42). Thus, SMWTs are crucial to empower educator teams to implement the IQMS effectively in these schools. SMWTs are also capable to remove the organisational restrictions, and competent and innovative face the more challenging tasks through participative management (Robbins *et al.*, 2003:274).

SMWTs are defined as highly-skilled teams who are capable of tackling and performing a wide range of joint responsibilities that enhance the success and effectiveness of an organisation (Schermerhorn, 1999:357; Robbins *et al.*, 2003:201). These roles and responsibilities include planning and scheduling of work, training members in various tasks, sharing tasks, meeting performance goals, ensuring quality, and solving day-to-day operating problems, work scheduling, job assignments, administration, record keeping, improvement of work methods, and training. These qualities of SMWTs demonstrate clearly that these teams are appropriate to implement the IQMS which may result in the effectiveness of these schools. The qualities of SMWTs imply that educator teams need to be able to plan, schedule their work, and discuss and solve day-to-day problems rather than to be dependent on management decisions. Thus, the empowerment of educator teams to function as SMWTs will allow these teams to take their own independent decisions, to perform their own work without which the successful implementation of the IQMS.

To ensure effectiveness and empowerment of SMWTs, each member of these teams is provided with an opportunity of becoming a leader through a process of rotating positions among team members.

#### **2.2.13.1 Rotation of leadership position between members of SMWTs**

In SMWTs, leadership positions are rotated between team members as one of the methods of empowering all team members. In this process each team member

assumes a leadership role at one time or another, in spite of there being a designated leader or manager in the organisation. Each team member occupies a leadership position for a period of four to six months. Any team member who becomes a leader is democratically selected by other team members to carry out a variety of the team's leadership functions (Weiss, 2001:143). The key roles of a team leader include the coordination of the activities of team members; facilitating team meetings and helping team members to reach decisions by consensus; resolving day-to-day problems; serving as a spokesperson for a team; creating open communication channels and good working relationships between team members; helping teams decide how various leadership responsibilities should be divided among team members; and liaising with a manager or leader of the organisation (Schermerhorn, 1999:71; Gibson, *et al.*, 1997:212; Yeatts & Hyten, 1998:269).

The rotation of leadership positions between team members of SMWTs illustrates clearly that members of these teams are being developed from a team level towards a higher level of leadership in an organisation. In this regard, the self-confidence and self-esteem of individual team members of SMWTs is being enhanced and nurtured which could result in the effectiveness of these teams and the organisation. The act of empowering members of SMWTs shows that the principals in these schools need to empower members of educator teams by rotating leadership positions among members of these teams so that team members can perform their tasks in a responsible and accountable way which may heighten the effectiveness of these teams. This approach can also empower members of educator teams to assume management and leadership responsibilities at a higher level beyond the classroom. In this way, educator teams in these schools can be capable of implementing the IQMS successfully.

To ensure the effectiveness of SMWTs in organisations, work of these teams is re-designed to provide SMWTs with greater opportunities to make their own independent decisions about their work and to be more accountable for their actions (Robbins *et al.*, 2003:199).

### 2.2.13.2 Work re-design for SMWTs

Work re-design is central for SMWTs to ensure that these teams are empowered to take control and responsibility of their work. Work re-design in SMWTs provides these teams with autonomy and the discretion to plan, schedule, and carry out their jobs as required. Work re-design is provided through job enrichment programmes to give employees tasks in organisations to be performed at a higher level of skills and responsibility (Greenberg & Baron, 2003:213). Yeatts and Hyten (1998:15) argue that job design has important characteristics that include variety in work; employee autonomy in performing the work; social interaction provided by the job; knowledge and skills; and responsibility entrusted to the employee. According to Recardo *et al.* (1996:84), job re-design in SMWTs is a way to decentralise authority among team members and to create tasks that require multi-skills of these teams. The work design theories state that motivation and performance of employees are enhanced when work employees are provided with challenging jobs that require the utilisation of a variety of skills (French & Bell, 1995:254). Work re-design also provides employees with feedback. Feedback refers to the extent to which the job allows people to have information about the effectiveness of their performance (Greenberg & Baron, 2003:213; French & Bell, 1995:239).

Work re-design implies that day-to-day and routine tasks of educators in these schools need to be re-designed in an attempt to empower and provide educator teams with autonomy and discretion to take control and responsibility over their work. In view of this, educators in these schools need to be provided with opportunities to plan, schedule, and carry out their jobs as desired (French & Bell, 1995:254). Educators should experience the increased feelings of responsibility for the work they do and have a sense that their contributions are being valued as meaningfulness by their schools. It is in this context that educator teams could be motivated to implement the IQMS successfully.

Apart from SMWTs being empowered with formal authority to make decisions about their work and that members of SMWTs develop as leaders through the rotation of leadership positions at team level, if their work or jobs are re-designed this will ensure

that they are further empowered. These teams are used in a team-based organisation to ensure educator empowerment.

#### **2.2.14 Team-based organisation**

A team-based organisation is an organisation that uses any type of teams as the organisation's core building blocks (Mohrman *et al.*, 1995:xvi; Mohrman *et al.*, 1998:331; West *et al.*, 2003:201). The team-based organisation is an organisation which is not only concerned with the establishment of teams and their training but, also focuses on supporting teams so that they are empowered to perform their responsibilities effectively and efficiently. A team-based organisation represents a horizontal structure which is crucial for the empowerment of teams to carry out their tasks effectively (West *et al.*, 2005:154; Scott, 1999:51; Ivancevich & Matteson, 1996:588). Structure refers to components of an organisation and how these components fit together to produce a whole (Hatch & Cunliffe, 2006:114; Ivancevich *et al.*, 2005:531, 546; Ivancevich & Matteson, 1996:577, 590; Schermerhorn, 1999:364). The organisational structure focuses on the differentiation of positions, the formulation of rules and procedures, and prescriptions of authority. A structure ensures that there is no overlapping or duplication of work and that tasks are logically grouped together and that people are utilised according to their abilities to execute certain tasks. The purpose of a structure is to regulate and reduce uncertainty in the behaviour of individual employees. Organisations are purposive and goal-directed, so it follows that a structure of an organisation is also purposive and goal-directed (Thurlow *et al.*, 2003:65; Ivancevich *et al.*, 2005:531; Ivancevich & Matteson, 1996:577).

An organisational structure takes different forms that include a line structure (also called hierarchical structure); a horizontal structure; and a functional structure or matrix structure. The hierarchical structure is characterised by many levels of authority. An authority in this structure rests with one individual at the apex who makes decisions and allocates tasks to those who function under them. The horizontal structure is characterised by fewer levels of authority and authority in this structure is decentralised among team members. The matrix structure is a combination of a hierarchical structure and horizontal structure. The matrix structure attempts to maximise the strengths and minimise weaknesses of both hierarchical and horizontal structures (Bisschoff &

Mestry, 2003:51; Ivancevich & Matteson, 1996:591; Ivancevich *et al.*, 2005:547). The different forms of an organisational structure are the result of the two key organisational models, namely, the mechanistic model and the organic model. These models are taken into consideration when an organisational structure is designed. The mechanistic model and organic model have significant impact (influence) on the management theory and practice (Hatch & Cunliffe, 2006:110; Ivancevich *et al.*, 2005:543; Ivancevich & Matteson, 1996:589). Thus, these models are crucial in the design of an organisational structure.

The mechanistic model seeks to maximise efficiency and attain high levels of production that are achieved through the centralisation of authority, the use of strict rules, tight controls, too many policies and procedures, and high specialisation (Daft, 2004:63; Ivancevich & Matteson, 1996:589). The mechanistic model is synonymous with bureaucracy (Robbins *et al.*, 2003:320). Bureaucracy refers to an organisation which is characterised by the centralised authority and tight controls in which team members are accountable to one manager (cf. 1.1). A bureaucracy has extensive high formalisation, a limited information network (mostly downward communication), and low-levels of participation by members of the organisation in decision-making (Ivancevich & Matteson, 1996:589; Ivancevich, *et al.*, 2005:545).

Formalisation involves rules, regulations, policies and procedures that govern the activities of an organisation and how decisions should be made and be performed. Formalisation tends to reduce the amount of discretion of the employees in an organisation in performing their tasks while increasing authority of control which managers maintain over their employees. Formalisation also tends to discourage innovation (Hatch & Cunliffe, 2006:104; Daft, 2004:63; Chrispeels, *et al.*, 2004:9).

The mechanistic organisation is inadequate to empower educators to respond with effectiveness and efficiency to a changing environment. The mechanistic organisation is only successful to empower educators in a stable environment. These views are supported by the contingency theory which states that organisations that specialise in routine activities with strict lines of authority are successful in a stable environment (Hatch & Cunliffe, 2006:78, 111; Ivancevich & Matteson, 1996:589; Mohrman, *et al.*, 1995:11). The organisational environment is an entity that lies outside the boundary of

the organisation, providing the organisation with raw materials and other resources (inputs) and absorbing its products and services (outputs) (Weiss, 2001: 323; Strauss, 2002: 170; Thurlow *et al.*, 2003: 49).

This discussion shows clearly that a bureaucratic organisation cannot empower educator teams to implement the IQMS in schools effectively, since this organisation is based on a mechanistic model. In this connection, a mechanistic organisation is incapable of providing and empowering educators and providing opportunities for innovation and autonomy to accomplish its school's goals. A bureaucratic organisation is also highly formalised and tends to discourage flexibility and collegiality of educators in performing their responsibilities. By contrast, today, educators in these schools are required to respond with effectiveness and efficiency to a changing environment to enable an organisation to survive. It is for these reasons, that the bureaucratic organisation may not empower educators to implement the IQMS successfully.

In contrast to the mechanistic model, there is an organistic model that seeks to maximise flexibility and adaptability. The organic model is flexible and adaptable to changing environmental demands because of its design that encourages greater utilisation of the human potential. An organistic model tends to rely on innovation of teams for developing quick responses to a changing environment for an organisation to survive. In line with this view, the contingency theory asserts that an organistic model is more successful to respond to changing environment than the mechanistic model because of its flexibility and adaptability. The contingency theory recognises that there is no single preferred style of leadership and that the key task of organisational behaviour researchers is to determine which leadership styles will provide the most effective action under specific conditions (Greenberg & Baron, 2003:490). Innovation is a process of creating new ideas and introducing new and improved ways of doing things and converting new ideas into practice (West *et al.*, 2005:257; Schermerhorn, 1999:379). Today, organisations need to be innovative in order to survive in a changing environment. The organistic model also has a low-level of formalisation and it places its emphasis on the delegation of authority among organisational members. This model is also characterised by lateral communication and a high flow of information because of its emphasis on networking (Hatch & Cunliffe, 2006: 78, 111, 114; Ivancevich *et al.*, 2005:546; Ivancevich & Matteson, 1996:590).

The organistic model and the horizontal structure of a team-based organisation are synonymous. The horizontal structure of a team-based organisation performs all the functions of the organic model which has been discussed above. For these reasons, the horizontal structure is central in SMWTs to empower these teams to function as core building blocks at all levels of the organisation (Mohrman *et al.*, 1995:xv; West *et al.*, 2003:189; West *et al.*, 2005:150). The horizontal structure of a team-based organisation decentralises decision-making authority among team members and provides a lateral communication system in which members of a team communicate directly with one another in an organisation (cf. 1.1). The decentralisation of decision-making authority among team members and the provision of a lateral communication system for teams so that team members can communicate directly with one another in an organisation, is crucial to empower educator teams to implement the IQMS in schools effectively. When educator teams have formal authority, these teams can make independent decisions and can develop their own goal-setting plans and be accountable for their performance outcomes.

The view that the horizontal structure of a team-based organisation is built around key processes (including decision-making, control, and goal-setting) implies that these processes are the basic elements that form a horizontal structure which is adequate to empower team members of an organisation to function as the fundamental units of an organisation. Thus, team leaders of effective organisations ensure that a horizontal structure is created in order to empower team members within an organisation (West *et al.*, 2003:201; Ivancevich & Matteson, 1996:588; Ivancevich *et al.*, 2005:534, 546). In support of this view, Grobler (2003:55) asserts that in a team-based organisation (horizontal organisation), a team manager creates a horizontal structure by focusing around core processes that have distinct performance goals rather than concentrating on functions and departments in an effort to empower teams. The building of a horizontal structure of a team-based organisation implies that decision-making authority and controls are delegated to team members of the organisation.

Delegation is the process whereby authority and responsibility are devolved to lower levels of management. The success of delegation of authority and responsibility rests on four elements. *Firstly*, delegation is only effective if there is a clear demarcation of functions and responsibilities (Van Deventer & Kruger; 2003:118; Ivancevich &

Matteson, 1996:251; Oosthuizen *et al.*, 1994:126). The delegation of authority refers specifically to making decisions, in an organisation, and not on doing the work. *Secondly*, delegation involves the control of those responsibilities that are to be carried out by team members of the organisation. *Thirdly*, delegation means that a manager abides by the decisions, made by a person who is delegated to make decisions. *Finally*, delegation is only effective if there is effective communication and feedback which includes regular discussions between a manager and subordinates (Grobler, 2003:63). More importantly, delegation fosters a sense of co-responsibility that may motivate staff to identify with the school and its activities and delegation provides staff with opportunity to perform their responsibilities (Van Deventer & Kruger; 2003:118; Ivancevich & Matteson, 1996:251; Oosthuizen *et al.*, 1994:126). The emphasis on the importance of the delegation of authority among team members and high participation of team members in decision-making processes are crucial to empower educator teams to implement the IQMS. The increased participation and involvement, in turn increase commitment and enhance the performance of individual team members towards the attainment of the organisational goals (French & Bell, 1995:94). Thus, the horizontal structure of a team-based organisation is crucial for educator teams to implement the IQMS effectively in the South African secondary schools.

It is in this context that secondary schools in South Africa need to be transformed into team-based organisations. The transformation of these schools into team-based organisations is in line with educational legislation and policies that encourage and promote transformation in this country (cf. 1.1).

Apart from the fact that the horizontal structure of a team-based organisation will empower educator teams with decision-making authority, lateral communication, innovation, accountability and responsibility for these teams to work as core building blocks of schools, a team-based organisation continuously improves and reinvent itself. The term “team-based organisationalising” does not connote an ending point but a journey that never ends. “Team-based organisationalising” is defined as a process of moving towards improved flexibility and adaptability (West *et al.* 2003:192). The tenets in this definition of “team-based organisationalising” include: the recognition that “team-based organisationalising” is never-ending and is a continuous process; that teams are basic units in a team-based organisation; that teams are designed for

flexibility and adaptability and an effective response to a changing environment; and that the philosophy of leaders is compatible with team-based organisations (West *et al.*, 2005:150, 160).

From this discussion it is clear that the definition of a team-based organisation represents a continuous improvement and reinvention of itself which is critical for the continuous and effective implementation of IQMS in schools. The continuous renewal and reinvention of a team-based organisation is a clear indication that educators, including the SMTs, can be assured to attain the vision of the IQMS and its successful implementation in schools. Thus, the purpose of IQMS to ensure the professional development of educators and school improvement will certainly be realised. In view of this, the secondary schools need to be characterised by the organic model which is crucial to empower educator teams in these schools to implement the IQMS effectively.

The empowerment of educator teams as SMWTs in these schools alone is not sufficient. Educator teams also need to be utilised as SMWTs in their schools in order to implement the IQMS successfully.

#### **2.2.14.1 Use of SMWTs in a team-based organisation**

The utilisation of SMWTs as core units in a team-based organisation characterised by a horizontal structure is crucial for the empowerment of these teams (Mohrman *et al.*, 1995:48; West *et al.*, 2003:189). In the same context, one of the basic assumptions of organisational development (OD) states that teams are empowered when they are used as the basic building blocks in an organisation (Puth, 1994:20; Stott & Walker, 1995:69; French & Bell, 1995:31, 97).

Greenberg and Baron (2003:554) state that the organising theory is about the effective use of teams in a hierarchical organisation since this theory emphasises the flattening of the bureaucratic organisation. In other words, when SMWTs in a hierarchical organisation are used, decision-making authority is pushed down from higher levels to lower levels of the hierarchical organisation, which result in a horizontal structure of a team-based organisation. The process of pushing down decision-making authority to lower levels of the hierarchical organisation through the effective use of teams is

known as decentralisation. Decentralisation is the process of delegating power and authority from higher levels to lower levels within the organisation. The findings of the researchers who conducted a research on decentralisation of authority among team members provided employees with the autonomy to make decisions about their work and to take responsibility for their decisions. In this way decentralisation additionally provides team members with job satisfaction (Greenberg & Baron, 2003).

The decentralisation of power and authority among SMWTs results in innovation. Innovation is the process of introducing new and improved ways of doing things (West *et al.*, 2005:257). Therefore, innovation implies that for SMWTs to be empowered, this strategy facilitates them being more effective in achieving the goals of an organisation. An organisation strategy is a comprehensive action or whole plan that guides the utilisation of resources to accomplish the mission and objectives and achieving the ultimate goals of an organisation (Daft, 2004:20, Van der Westhuizen, 2002:248). Thus, power and authority need to be decentralised among educator teams in an effort to empower these teams to implement the IQMS in these schools.

The use of SMWTs in a team-based organisation is to ensure the team effectiveness of these teams since a team-based organisation is based on the horizontal structure which decentralises decision-making authority among team members (cf. 1.1 and 2.2.3). Team effectiveness has three dimensions. *Firstly*, the extent to which the team's "productive output" (that is, products, services or decisions) meets the standards of quantity, quality and timeliness of the people who receive, or use that output which is referred to as team performance. *Secondly*, is the degree to which the team enhances the capability of team members to work together interdependently. *Finally*, is the extent to which the team addresses the development and needs satisfaction of team members and this dimension is referred to as "satisfaction" (Mohrman *et al.*, 1995:58-59; Ivancevich & Matteson, 1996:299-300). The conviction in this study is that when educator teams are empowered to function in a horizontal structure of a team-based organisation these teams will be able effective which is essential for the implementation of the IQMS. Thus, it is important to transform these schools into team-based organisations to ensure team effectiveness.

The use of SMWTs in a team-based organisation shows that it is critical to empower these teams since the team-based organisation characterised by the horizontal structure which decentralises decision-making authority among team members and to make decisions on how to perform their responsibilities effectively. The use of SMWTs in a team-based organisation also empowers these educators with innovation and team effectiveness to achieve goals of the organisation. Therefore, the conviction in this inquiry is that when educator teams in secondary schools are used in a team-based organisation these teams can be empowered to implement the IQMS successfully because this organisation allows team members to function as core units owing to its horizontal structure. The horizontal structure decentralises decision-making authority among team members to make decisions and provides a lateral communication system in which members of a team communicate directly with one another in an organisation in order to respond with effectiveness to a changing environment (cf. 2.2.3). Thus, educator teams in schools need to be utilised in a team-based organisation.

However, the use of educator teams as SMWTs in a team-based organisation alone is insufficient to empower these teams to implement the IQMS successfully. Educator teams also need to be utilised in a learning organisation.

### **2.2.15 Learning organisation**

A learning organisation is a new perspective on “learning” that calls for a fundamental shift in the way organisations are managed with respect to education, training, and development. At the heart of a learning organisation lies the systematic “continuous learning” approach which is applied to increase learning in an organisation so that it can respond effectively to change (Robbins *et al.*, 2003:416; Parker, 1998:34; Greenwood, *et al.*, 1993:8). In a learning organisation, people continually expand their capacity to create the results they truly desire and their new expansive patterns of thinking are continually nurtured. In this organisation, the collective aspiration of people is set free and people are empowered to learn how to learn together. The learning organisation is an organisation that is continually improving, creating and expanding the capacity it needs for the future in order to deliver the results that people truly desire (Hitt, 1995:17). It continuously improves its processes, products and

services, which facilitate the learning processes of all its members, both individually and as a team (Greenwood *et al.*, 1993:8).

The definition of a learning organisation shows that organisations are designed to empower SMWTs to learn in order to improve their learning capabilities and performance continuously, which could increase to the effectiveness of their organisation. In the same context the learning organisation is crucial to empower educator teams to learn continuously in order to improve their implementation of the IQMS in their schools. The learning organisation shows that educator teams can only be effective to implement the IQMS successfully when these teams are continuously improving their learning capabilities (Robbins *et al.*, 2003:416; Parker, 1998:34; Greenwood, *et al.*, 1993:8). Otherwise there can be little or no effectiveness in the implementation of the IQMS the educator teams are not learning. Thus, principals in these schools who are both, team leaders and transformational leaders (cf. 2.2.3.1 and 2.2.18), cannot afford to ignore the transformation of their schools into learning organisations with an aim of empowering educators in these schools in order to perform their responsibilities effectively. It is for these reasons that a learning organisation is crucial to empower educator teams in schools to implement the IQMS effectively.

A learning organisation is characterised by the five core disciplines namely, personal mastery; building a shared vision; mental models; team learning; and systems thinking which are all central to continuous learning (Senge, 1990:206; Moloi, 2002:54).

#### **2.2.15.1 Personal mastery**

Weiss (2001:66) describes personal mastery as a continuous learning process that enhances individual wholeness and enables individuals to cope with continuous change in the working environment. Senge (1996:414) maintains that leadership in learning organisations starts with the principle of creative tension. One of the most fascinating elements of the discipline of personal mastery is the notion of creative tension. This results from the gap that exists between the vision of what should be achieved and the reality of the current state of the organisation.

### **2.2.15.2 Shared vision**

One of the core disciplines of the learning organisation is a shared vision. Senge has made a significant contribution to the theory of “learning organisations” by presenting the concept of a “shared vision” (Weiss, 2001:6). A shared vision is built through personal visions of individual team members who are motivated and dedicated to the achievement of a shared vision of an organisation. A shared vision is a key to gaining the commitment, support and enthusiasm of the organisation’s members in achieving it (cf. 2.2.11.8.1).

### **2.2.15.3 Team learning**

Team learning is a team’s ongoing systematic activity of continually increasing the ability of team members to realise the truly desired results. Team learning is a process that consists of cycles of action and reflection of team members. A dialogue is critically essential for the effective team to learning more about other team members in an organisation (West *et al.*, 2003:262; Parker, 2003:30). A dialogue creates an environment that allows openness among team members and in an effective dialogue, based on reflection, and inquiry, team members share their different worldviews (mental models) and learn to appreciate the ideas of other team members. In a dialogue team members reflect on their actions and behaviours and make the necessary adjustments to their behaviours (Moloi, 2002:55). In this way team members can develop continuously and explore new ideas about school matters. Thus, the team-learning process leads to interactive cycles of action, reflection and adjustment. When team learning takes place, problems are solved, and assumptions are challenged and are confronted. Thus, participants gain self-understanding from the feedback of other members of the group and in the process of team learning, participants develop skills of critical reflection and reframing. This allows them to examine the taken-for-granted assumptions that have prevented them from acting in new and more effective ways. In this connection, the balanced skills, knowledge, talents, and perspectives are created.

Team learning also takes place when team members work together to share assumptions, learn through a dialogue in which team members transfer their learning to others in an effort to build new mental or cognitive maps (mental sets) that implicitly

guide thinking and action. Thomas (1994:10) is of the opinion that effective team learning occurs when a team holds regular meetings in which dialogue becomes a condition for presenting cognitive maps with the aim of challenging and changing these cognitive maps. This author maintains that in an effective dialogue, all participants “suspend” their assumptions and regard one another as colleagues in order to achieve their vision. Moloi (2002:56) describes team learning as a discourse that facilitates open dialogue and inquiry. Senge (cited in Moloi, 2002:54) asserts that team learning builds on the disciplines of personal mastery and a shared vision. Team learning links up well with a discipline of the mental models since team learning focuses on dialogue, reflection, and inquiry with the aim of addressing the mental models of the team members.

#### **2.2.15.4 Mental models**

Mental models are described as deeply ingrained assumptions or generalisations that influence how people think and understand the world (Senge, 1990; Moloi, 2002:42). This means that if team members are to be able to change their mental models through the processes discussed, (cf. 2.2.4.3) they need to understand their organisation from a much broader and integrated macro-level perspective. The challenging and changing of mental models through the processes described above is crucial for team members in order to eliminate habitual behaviours or “defensive routines” that prevent people from learning. Thus, learning in a learning organisation is essential to expand the learning capacity of team members on how to learn together (French & Bell, 1995:29; Thomas, 1994:9).

#### **2.2.15.5 Systems thinking**

Systems thinking is a framework for seeing interrelationships and patterns of change. Systems thinking helps people to see the “big picture” of reality and leaders who are successful are systems thinkers since they focus less on day-to-day events, but, pay more attention to underlying trends and forces of change (Thomas, 1994:8; Senge, 1996:420; Moloi, 2002:62). Systems thinking is the discipline that integrates the thinking of team members and fuses them into a coherent body of theory and practice (Schermerhorn, 1999:6).

These views show that a learning organisation is crucial for empowering educators to implement, IQMS in secondary schools of the Kathorus area. The primary importance of a learning organisation to the empowerment of educators in these schools lies in the core disciplines of this organisation such as a shared vision, personal mastery, mental models, team learning, and systems thinking. Personal mastery demonstrates clearly that each individual educator in a school is required to learn and enhance their capacity continuously in order to contribute positively to the renewal of the school and the effectiveness of staff members towards the successful implementation of the IQMS which could lead to the effectiveness of these schools. Personal mastery shows that an individual educator needs to be empowered in order to contribute to the effectiveness of the school. A learning organisation provides educator teams in these schools with a notion of a shared vision which is critically important to unite educator teams to work collaboratively and provide a direction for educators towards an attainment of a shared school vision. In this regard, educators feel that they “own” the school vision (Moloi 2002:48; Bush, Bell & Bolam, 1999:89; Du Preez, 2003:10; Newstrom & Davies, 1993:303). A learning organisation also provides educator teams in these schools with a notion of team learning.

A learning organisation is also characterised by levels of learning, that is, individual learning, team learning, and organisational learning that are all crucial to implement the IQMS successfully in these schools.

#### **2.2.15.6 Levels of learning**

A learning organisation is characterised by different levels of learning: individual learning, team learning, and organisational learning.

##### **2.2.15.6.1 Individual learning**

Organisational performance depends on the individual team members of the organisation otherwise there can be no performance in an organisation (Ivancevich *et al.*, 2005:15). This view implies that the individual is the core element in an organisation. Hence, an individual is regarded as crucial in a learning organisation because a learning organisation only learns through its individuals who cooperate with

others to attain the goals of an organisation. It is essential for an individual in a learning organisation to acquire skills necessary for better performance and to back team members to detect errors in the working environment with the aim of solving problems (Parker, 2003:30). Thus, an individual in a learning organisation should not be ignored or stifled.

#### **2.2.15.6.2 Team learning**

This level of learning in an organisation has already been discussed in the discipline of learning (cf. 2.2.4.3).

#### **2.2.15.6.3 Organisational learning**

Organisational learning is a theory that views learning as a fundamental mechanism used by organisations to interact and adapt to the changing conditions of their working environment. It is a process of increasing an organisation's capacity to take effective action. Organisational learning is a process in which members of an organisation detect "errors" and correct them by restructuring the organisational theory of action, embedded in the results of their inquiry into the organisational maps and images. Organisational learning is a method of improving actions through better knowledge and understanding that are then shared across the organisation (Dixon, 1995:135; Parker, 1998:3; Kuchinke, 1995:308). Organisational learning means the changing of organisational behaviour, which is a collective learning process that takes place in and through interaction between people. One can speak of learning in organisational behaviour when a change in the behaviour of one individual has an effect on the behaviour of others and leads to collective learning. Organisational learning refers to methods of collective learning and collective use of the capability of learning possessed by each member who can learn. Organisational learning is aimed at increasing the collective competences of the members of an organisation (Greenwood *et al.*, 1993:8).

It is for these reasons that a learning organisation is important to empower educators to implement the IQMS effectively. There is a theory that views learning in learning organisations as a fundamental mechanism that organisations use to adapt to the changing conditions of their environment. Organisational learning theory describes a

process in which members of an organisation detect “errors” and correct them by restructuring the organisational theory of action embedded in the results of their inquiry. In this manner, organisational learning empowers individual educators in these schools to share skills and responsibility towards the implementation of the IQMS, which could result in the effectiveness of these schools. This theory is critical for educator teams to learn together in order to detect errors made by other team members in an attempt to implement the IQMS successfully.

It is important that educator teams as SMWTs are used in a learning organisation so that they can be empowered to work as core building blocks in this organisation.

#### **2.2.15.7 Use of SMWTs in a learning organisation**

SMWTs are utilised as fundamental units in a learning organisation in the same way as they are used in a team-based organisation (Thompson, 2004:9; Green & Baron, 1997:68; Yeatts & Hyton, 1998:2). These teams offer innovation and change in a learning organisation. In support of these views, Hitt (1995:20) states that there can be no learning organisation without SMWTs. This author further asserts that SMWTs are like the ‘flywheel’ of a learning organisation. SMWTs foster collective learning among their team members in a learning organisation. A collective learning of team members implies that collective learning occurs when members of a team, interact in ways that help them to learn from one another, to ensure synergy between individual members of a team (Ivancevich & Matteson, 1996:304).

These views show clearly that SMWTs are fundamental units in a learning organisation. The difference between SMWTs and traditional teams is contained in a dynamic process of continuous evolution towards increasingly higher-levels of involvement, empowerment, enabling, and leadership that is found in SMWTs. In this respect, SMWTs are a concrete manifestation of the learning organisation (Robbins *et al.*, 2001:204). It is in this context that Hitt (1995:20) states that there can be no learning organisation without SMWTs. This view by Hitt suggests that SMWTs form a basic structure of a learning organisation. The belief in this inquiry is that an organisation needs a structure in order to exist. Thus, educator teams need to be empowered as

SMWTs in order to function as building blocks in order to implement the IQMS successfully.

This discussion shows that the utilisation of SMWTs as learning organisations is crucial for these teams to perform their responsibilities effectively in an effort to achieve the goals of a learning organisation (Daft, 2004:30). The belief in this study is that when educator teams in secondary schools in the Kathorus area are used, they can be empowered to implement the IQMS successfully because these organisations provide an opportunity for team members to learn continuously in order to attain the goals of an organisation. For these reasons, educator teams, need to be used as core units in their schools. This may encourage educator teams in schools to learn continuously to expand their capacity in order to implement the IQMS successfully.

#### **2.2.15.8 Culture of team-based and learning organisations**

The above discussion (cf. 2.2.14 – 2.2.15) illustrates that many aspects of the cultures of both team-based and learning organisations are similar. Culture refers to the unique configuration of norms, values, beliefs, and ways of behaving. An organisation's culture is the underlying set of key values, beliefs, understandings and norms shared by employees and what employees perceive. Employees' perceptions create a pattern of beliefs, values and expectations. Culture legitimises certain forms of action and prescribes other forms (Daft, 2004:20; Ivancevich & Matteson, 1996:81; Schermerhorn, 1999:39).

In both team-based and learning organisations, cultures include the use of teams as core building blocks of these organisations. In both organisations the core values include teamwork, collaboration and collegiality, open communication and innovation, decentralisation of authority among teams, honesty, integrity, openness, respect for human dignity, equal learning opportunities, equality, achievement, mutual trust, recognition, participation, teamwork and empowerment and team learning. In team-based and learning organisations the shared vision that provides direction and unites team members to strive for the attainment of this vision is central (Parker, 1998:31; ITO Focus, 2001). The core cultures of both team-based and learning organisations are based on a shared vision (2.2.15.2). The shared vision is useful for creating a

collaborative school culture and also creates an atmosphere of dialogue in a school. The greatest advantages of a shared vision are its ability to empower educators with competences, skills and positive attitudes, and to build collaborative work cultures and networks for improved performance (Van Deventer & Kruger, 2003:24; Moloji, 2002:50). In both organisations, core values are being emphasised to empower everyone in an organisation to see and feel that there is a relationship between the vision and values (Parker, 1998:45). In these organisations the emphasis is placed on treating everyone with care and fostering respect for human dignity. Squelch (cited in Lemmer, 1999:144) suggests that school improvement is more likely to occur when a collaborative professional culture is developed among the staff so that they act as a team rather than as a loose collection of individuals. Thus, it is essential for these schools to empower their educator teams as SMWTs who function in both team-based and learning organisations in order to implement the IQMS successfully.

The importance of these cultures in team-based and learning organisations is that, if these cultures are employed by the principals of these schools, they can empower educator teams to implement the IQMS effectively. In an effective school culture, change is directly influenced by the ability of the principal, as a leader of the institution rather than people from outside (Stott & Walker, 1995:418; Thurlow *et al.*, 2003: 65). The transformational leaders in team-based and learning organisations use culture as a powerful instrument to promote and effect change, and it is important to realise that change may not take place in an organisation unless it starts with the “self-change” of the leader (Roberts & Roach, 2006:13). In support of these views, West *et al.* (2003:194) and Moloji (2002:50) maintain that, for change to occur in a school, the principal as a change agent should change the existing culture of the school. Christie cited in Moloji (2002:xv) argues that South African schools need to transform the existing culture of teaching and learning in an attempt to restore an effective culture of teaching and learning. The contention in the study is that the implementation of educator SMWTs is the key strategy needed to revive the collapsed culture of teaching and learning in these schools by motivating educators to commit themselves towards effective implementation of the IQMS in their schools. Therefore, a leader in both team-based and learning organisations has the responsibility to ensure that team members understand the shared values of these organisations.

It is in this context that cultures of both team-based and learning organisations need to be promoted in secondary schools in the Kathorus area in order to empower educator teams to implement the IQMS effectively.

### **2.2.16 Staff development**

Staff development is the process that enables staff to acquire the academic and professional knowledge to carry out their job (Van Deventer & Kruger, 2003:219). Professional staff development may be undertaken for two purposes: to address professional shortcomings and to create opportunities for development. A third purpose that needs to be considered is the need for development in order for educators to cope with rapidly changing curricula, policies, and systems (Naidu *et al.*, 2008:101). Staff development includes the institutional policies, programmes and procedures which support staff and serve the institutional needs (Van Deventer & Kruger, 2003). Staff development implies a need for educators to be provided with in-service development and training and offers them opportunities to update their skills and knowledge in their subject areas; to keep abreast of societal demands; and to become acquainted with the latest research on their instructional material (Rebore, 2001:180).

By promoting the exchange of ideas and theories, staff development is a way in which educators can be supported both academically and professionally in certain levels (Van Deventer & Kruger, 2003:216, 219). Clearly, staff development leads to educator improvement which, in turn, can result in the improvement of the school in general (Riches, 1997:181). The aims of the staff development programmes are to:

- improve educators' performance in their present positions;
- give guidance to educators so that they can develop and grow to the highest possible level of professional expertise;
- raise the quality of education and task fulfilment;
- lead to job satisfaction;
- identify technical skills that need to be developed; and
- identify and develop management potential.

According to Van Deventer & Kruger (2003:216) staff development programmes also aim to:

*Increase responsibility.* This relates to the educator's own work as well as to that of other educators. The opportunities should thus be created for the educator to take part in decision-making in ways they can gain knowledge and insight into the policies and procedures of the school, get to know the viewpoints of others, and learn from their fellow staff members and thus, by extension, experience personal growth.

*Make work more meaningful.* This means that the educator is being given opportunities to express themselves and to exercise discretion and initiative.

*Promote a sense of belonging and of self-worth:* This is done through the educator's interaction with the peer group, by feeling they are part of a team, by helping others and being helped in turn by other staff members. It can also be effected by peers using the appraisal process and by using senior members to assist educators who need help to improve certain skills.

However, it appears that staff development programmes are lacking in these schools. Educators were not provided with regular refresher courses, in-service development and training and they were not shown how the IQMS policy should be implemented. The reality is that there can be no effective implementation of the IQMS without regular staff development programmes in these schools. Staff development programmes therefore, need to be established in these schools.

The staff development programmes alone may not be sufficient to empower educators to implement the IQMS successful without leadership and styles of leadership such team-based, distributed or shared and transactional and transformational leadership.

### **2.2.17 Team-based leadership style**

The team-based style of leadership is central in SMWTs who function in a team-based organisation as core building blocks in this organisation. A team leader employs a team-based style of leadership for teams and a team is a leader who values collaboration

and teamwork (Tjosvold & Tjosvold, 1995:4-9; Yeatts & Hyten, 1998:114). These authors state that team-based leadership supports high employee involvement in decision-making and encourages cooperation amongst the employees. The significance of this approach lies in the fact that it is founded on teamwork, a shared vision and power sharing. The team-based leadership style comprises components which include envisioning, uniting, empowering, exploring and reflecting. These components can be explained as follows:

- *Envisioning*: Team leaders speak credibly about the nature of productive teamwork and they understand why working as team benefits the organisation.
- *Uniting*: These leaders inspire a shared conviction about the value of teamwork and the need to invest in developing a team-based organisation. Teamwork does not suppress people but instead, helps them to express their individuality.
- *Empowering*: Successful leaders emphasise that everyone should be learning and improving their skills in leading, working in teams and managing conflict. Team leaders know that a team is only successful when individual members are convinced of the value of their contribution.
- *Exploring*: A team leader knows that the process of an organisation becoming team-based is much more than following a recipe or a script. Team members are encouraged to hold opposing views about many decisions that are necessary in creating a team-based organisation. In the same context Greenberg and Baron (2003:475) state that in a team-based organisation team members are encouraged to discuss opposing views openly and directly, and create solutions that are practical which may contribute in solving the day-to-day problems of the organisation. A team leader using a team-based style of leadership “invites” subordinates to participate in decision-making. While an autocratic leader makes all decisions unilaterally without the consultation of team members.
- *Reflecting*: For team leaders, building a team-based organisation is a journey and not a destination. Thus, team members continually improve their teams and teamwork. Team members encourage people to persist in overcoming old habits and developing new skills and ways to work. Successful leaders recognise that developing teamwork and working together requires courage, heart and ongoing experimenting and improvement.

A team-based style of leadership is based on sharing responsibility and people are encouraged to take on the responsibility for those areas of work in which they do best (Nicholls, 1997:45). Lofthouse *et al.* (1995:36, 66) state that team-based approaches have been advocated by a number of researchers because these approaches offer significant opportunities to reinforce group norms and create and distribute the necessary work. This author asserts that teams fulfil a wide range of functions for their members and for the organisation. These functions are complex, interdependent and facilitate the introduction of complex decisions. A group or team is primarily instrumental in generating new ideas or creative solutions and can be used as a vehicle of socialisation. A team-based leadership supports high employee involvement in decision-making and encourages cooperation between the employees (Yeatts & Hyten, 1998:114). The significance of a team-based leadership is based on teamwork, shared vision, and participation required by team members to perform their responsibilities effectively. Team-based leadership is aimed at meeting both the needs of the organisation for production and satisfying the needs of people (employees) to gain satisfaction from their work.

Artkinson, Wyatt, and Senkhane (1992:7) argue that school principals who employ the team-based style of leadership tends to be more concerned with the involvement of teachers in resolving problems through conflict-resolution techniques in an attempt to meet goals of a school. These authors argue that research has shown substantial evidence that team-based management is likely to produce optimum results, in terms of production and staff morale in organisations. Hence, this kind of leadership cannot be ignored in making a school more effective and successful. Nicholls (1997:45) maintains that sharing does not mean everybody has to do the same tasks but, instead, however, each individual team member needs to take responsibility to focus on those areas that he or she performs best in an attempt to enhance the team performance.

These views, suggest that principals in secondary schools of the Kathorus area, need to employ the team-based leadership style in an effort to empower educator teams to implement the IQMS effectively. In view of this discussion, the principals in these schools need to acknowledge that educator teams should work together. Thus, principals in these schools need to engage educator teams in dialogue to discuss the

opposing views openly that will empower these teams. Principals also need to empower educator teams with decision-making authority to make decisions in order to solve problems that they encounter in the process of implementing the IQMS. According to team-based leadership approach the principals in these schools need to create opportunities for educator teams to learn continuously in an effort to expand their knowledge and skills in order to improve their performance. The basic assumption in team-based leadership approach is that when staff members take control over their work, people experience a sense of ownership and feel that they are in control of their jobs and get more job-satisfaction (French & Bell, 1995: 94; Robbins, 1997: 294; Grobler, 1993; 15; Schermerhorn, 1996:178; Yeatts & Hyten, 1998:210). Thus, principals should decentralise authority among staff members in an effort to empower them to implement IQMS effectively. Decentralisation is the process of delegating power and authority from higher to lower levels within an organisation and relies on lateral relationships which offer less opportunity of being ruled by command (cf. 1.1).

It is also important to recognise that team-based leadership styles alone are not enough to empower educator teams. These leadership styles need to be integrated with distributed or shared leadership.

### **2.2.18 Distributed or shared leadership**

A team leader also uses a distributed leadership style for teams which is central in SMWTs for these work teams to perform their functions and responsibilities effectively. Distributed leadership comprises of shared responsibility and authority among team members (Roberts & Roach, 2006:3). A distributed style leadership is central for greater decentralisation of authority and responsibility between management and educators in schools (Mays *et al.*, 2006: 42; Rauch, 1999:97). Educators' needs are best fulfilled through the use of distributed leadership in which authority, autonomy, and educators' professionalism are decentralised (Ingersoll, 1994:154). The purpose of the distributed leadership style is to promote participation of team members and to reduce controls from the upper hierarchy of an organisation to team members. The schools that are effective and successful in using teams usually employ distributed leadership rather than command-and-control management approaches (Chrispeels *et al.*, 2004:12).

This is borne out by studies which have been conducted on leadership which have shown that distributed leadership contributes much to the effectiveness of change management.

The significance of the distributed leadership style in a school lies in the fact that this leadership style improves practice by making school leadership more transparent (Duignan, 2006:106). Distributed leadership is much more than collaborative leadership because it engages educators in the productive work that leads to the attainment of the school's goals. While educators are engaged in true distributed leadership of a school, the principal needs to relinquish the idea of being sole decision-maker in favour of school improvement and effectiveness. Sharing authority and responsibility through the distributed leadership style is not merely a matter of distributing and assigning tasks among educators. Instead, the sharing of authority and responsibility requires a mindset shift. Thus, the use of the distributed leadership helps principals to create a new culture of sharing authority and responsibility in a school (Duignan, 2006:106).

Principals cannot succeed in effecting transformation in schools, unless they change their philosophy and become change agents. What is needed is a change in the philosophy of self, a shift away from self-centred leadership styles to the team approach and recognising that staff has a right to be involved in making decisions on matters that affect their lives in schools (West *et al.*, 2003:194). This view is congruent with West *et al.* (2003:190) who contend that many organisations fail to use teams successfully because the top management of the organisation remains unchanged when teams are introduced and established.

It is in this context that the principals and SMTs should employ the distributed leadership style as a primary strategy to empower educator teams to implement the IQMS effectively in their schools. The distributed leadership style makes it clear that the principals in these schools need to decentralise decision-making authority among educators in order to implement the IQMS effectively. However, the principals in these schools cannot decentralise decision-making authority among educators and support educators effectively unless these principals move away from the traditional leadership role where the principal is an authoritarian decision-maker, becoming instead a coach,

designer, teacher and steward (Senge, 1996:413). Team members and managers need to be trained to embrace new roles (Mohrman *et al.*, 1995:134).

It is for these reasons that the principals should build the organisational cultures that promote and support greater sharing and distribution of leadership in these schools (Duignan, 2006:106). The cultures of sharing and the distribution of leadership in schools could help to enhance professional dialogue among diverse groups of stakeholders and promote an environment where leadership and decision-making are seen as a collective responsibility and sharing is a norm. Thus, distributed leadership could empower educator teams in these schools to implement the IQMS successfully.

For the distributed leadership and team-based leadership styles to be more effective, however, these styles of leadership need to be combined or integrated with transactional and transformational leadership in an attempt to ensure the empowerment of educator teams.

#### **2.2.19 Transactional and transformational leadership**

The term transformational leadership describes someone who uses charisma and related qualities to raise aspirations and shift people and organisational systems into new high-performance patterns (Schermerhorn, 1999:274). The transformational leadership is distinguished from transactional leadership in which a leader adjusts rewards, and structures to help followers to meet their needs while working to accomplish organisational objectives. This leadership style places emphasis on the relationship between task-oriented leader behaviour and group members (West *et al.*, 2005:270).

Transformational leaders are leaders that inspire their followers to transcend their own self-interests for the good of the organisation. These leaders seek to motivate their followers to do things on their own (Greenberg & Baron, 2003:488; Robbins, 1997:452; Bush & Coleman, 2000:10). The transformational leader employs visionary leadership. Visionary leadership is the ability to transform the current state of the school into a desired future. Visionary leadership energises, inspires, and creates enthusiasm in people to make things happen (Robbins, 1997:452; Bush & Coleman, 2000:10) and is integrated because of a unifying element as shown by the

use of a pronoun such as “we”. When everyone within the school community feels bound by the pronoun “we” there is likelihood that everyone will commit themselves to the vision of the school (Du Preez, 2003:10; Newstrom & Davies, 1993:303).

Principals in these schools need to employ both transactional and transformational leadership approaches in the process of empowering educators to implement the IQMS in schools successfully. The importance of transactional leadership is that the leader motivates the followers to attain the goals of the organisation through the use of rewards that is, those team members who achieve goals of the organisation are given recognition and incentives for their achievement. On the other hand, the transformational leader uses a vision as a source to inspire and motivate their followers to transcend their own self-interest for the good of the organisation.

In a school situation, transactional leadership implies that a principal recognises and rewards those educators or educator teams whose performance contributes towards the attainment of school goals. A transactional leadership also implies that a principal as a team and visionary leader, gives regular feedback to those educators whose performance needs to be improved in order to address their areas of weaknesses. In this manner, educators are being prepared for a total commitment of attaining school goals based on transformational leadership. Thus, transactional and transformational leadership approaches are complementary or support each other. It is for these reasons, that a principal should continuously support and motivate educators to see the vision of the IQMS and how it can effectively be implemented.

A transformational leader goes beyond the level of transactional leadership in that they inspire their followers to transcend their own self-interest for the good of the organisation. The transformational leader seeks to motivate and elevate followers to do things on their own as SMWTs do. More importantly, the transformational leader is more concerned with revolutionary and fundamental change known as second order change (cf. 2.2.14.2). Therefore, transformational leadership implies that a principal must transform a school from being a bureaucratic organisation into a team-based organisation in order to empower educators effectively to implement the IQMS which may lead to heightening the effectiveness of the school. Bureaucracy refers to an organisation characterised by centralised authority and tight controls in which team members are accountable to one manager (cf. 1.1 and 2.2.3). The transformation of a

bureaucratic form of organisation in a school and the dramatic changes brought about by a principal who is a transformational or charismatic leader may well pose a threat to the system of the school because the new horizontal structure of a TBO will require a radical change in behaviours and actions of everyone in the school (Ritzer, 2008:134). A principal as a transformational leader, therefore, needs to be determined to change the existing management philosophy and school culture because permanent change is only possible by changing the existing organisational culture into a new culture (cf. 2.2.4.8). It is in this context that a principal could empower educators to envision the aims of the IQMS and how it should be implemented more clearly.

To ensure the commitment, motivation and enthusiasm of educators to a shared school vision, principals should involve educators in the process of formulating a shared vision. A shared vision emerges from the personal visions of the individual team members who are committed and dedicated to achieving a new desired future (cf. 2.2.42).

#### **2.2.20 Management skills relevant to SMWTs**

For team leaders to be effective in team-based organisations, leaders need to learn the skills that are required to empower the SMWTs to perform their responsibilities as core units in this organisation more effectively. The important management and leadership skills for the effective empowerment of SMWTs can be divided into three categories: leadership skills, coaching skills, and skills in the area of organisational design and change (Mohrman *et al.*, 1995:270-272).

*Leadership skills:* Almost all the treatises on leadership emphasise the creation of a vision for the organisation. This means that management teams have the responsibility for creating and implementing the processes by which that vision becomes a shared organisational vision. The shared vision needs the building processes that involve other parts or stakeholders of the organisation. The approach to create the organisational shared vision implies a commitment to communication, participation, and working through differences.

*Coaching skills:* It has become fashionable to describe managers of teams as “coaches” and “facilitators”. The primary goal of team coaching is to enable or empower teams to learn how to manage themselves. Managers can work towards this goal in many ways: management teams can encourage SMWTs to develop goals, objectives, and work plans consistent with the broader strategies of the organisation. The leaders in a team-based organisation can also encourage teams to take their share of the responsibility for performance management processes. The SMWTs need to be aware of how well they are performing and what they can do to improve performance on a regular basis. Managers of the SMWTs give feedback on the performance by SMWTs so that members of these teams can become aware of their weaknesses and strengths. Managers can also assist the SMWTs on how to use the systematic decision-making processes and encourage an attitude of continuous improvement. Finally, managers can provide technical monitoring. This requires an ability to provide information, teaching skills, and make resources available for technical development and encourage these teams to identify whatever resources required.

*Skills in areas of organisational design and change:* Management teams cannot adequately perform their roles as designers of the work unit without knowledge of the organisational design. Management teams should understand the basic principles of organisational design which includes team design, team effectiveness, and the performance management processes. Management teams also need to understand the processes involved in organisational change. The knowledge of management teams needs to be both conceptual and practical (the latter implies an in-depth understanding of their organisations and openness to learning from the experience in re-design). Management teams need the knowledge about organisational design and change in order to create the conditions necessary for effective the SMWTs and to help in ensuring that the structural configuration meets the current needs of the organisation (Mohrman *et al.*, 1995:271-272).

The views on management and leadership skills show that team managers and leaders of SMWTs do not just automatically become team managers and leaders. Instead, these managers and leaders need to be provided with management and leadership skills that are appropriate to SMWTs so that team managers and leaders are capable of empowering SMWTs to perform their responsibilities effectively. The empowering of

team managers and leaders with management and leadership skills implies that it is crucial for principals in schools to be trained so that they can acquire the necessary skills to empower educator teams to implement the IQMS effectively.

Team managers and leaders who have these management and leadership skills are capable of empowering the individual members of SMWTs to make important decisions about their functions and responsibilities. These leaders need to use the empowerment processes that encourage participative management, team-oriented leadership styles and autonomy (Ivancevich *et al.*, 2005:197). Team leaders should also direct SMWTs and work at building trust and inspiring teamwork. One way of doing this is done by encouraging interaction between all members of the team and expanding team capabilities; rather than focusing simply on training individuals. In this connection, team leaders function primarily as coaches, helping team members by providing them with the skills needed to perform the task at hand, by removing barriers that might interfere with the success of the task, and by finding the necessary resources required to get the job done. Likewise, team leaders work at building the confidence of team members, drawing on their untapped potential, and helping teams to understand their mission and to recognise what they need to fulfil it. In this connection, team leaders may help the group to set goals and point out ways in which teams can adjust their performance when they are not meeting them, while also planning celebrations when team goals are attained. Although traditional leaders have worked at preventing conflict between individuals, team leaders are encouraged to make the most of team differences. By encouraging teams to express their different points of view helps to build respect for diverse viewpoints and ensure that all team members are comfortable to express their views and to have respect for those views once they have been expressed. In contrast to traditional leaders who simply respond to change reactively, team leaders should foresee and influence change. Thus, effective leaders continuously scan the environment of the organisation for clues that change is forthcoming (Robbins & Finley, 2000:34).

### 2.3. SUMMARY

This chapter focused on the theories and models which underpins this inquiry to determine how educator teams can be empowered to implement IQMS in secondary

schools successfully. These theories and models included OB and OD theories; systems theory and STS theories; educational management theories and models; leadership theories; task-oriented and people-oriented approaches and power theories; Vroom-Jago and Lawler high-involvement leadership models; theories of motivation; and theories and models of change. Each of these theories and models and approaches were and its applicability in the implementation of the IQMS was discussed in detail.

The implementation of the IQMS in schools including advocacy programmes, training of educators, DA, PM and WSE, SDT and DSG were examined. The problems that are associated with the failure to implement IQMS in schools were clearly outlined. Some of the problems included lack of authority for SDT, absence of interdependence and cohesiveness, ineffective training, lack of coordination, and absence of a theoretical framework for the implementation of the IQMS.

This chapter focused on the literature relating to the empowerment of educator teams as SMWTs and the aspects such as decision-making authority and management responsibilities and leadership roles, individual and collective accountability, team-based reward system and lateral communication, teambuilding and training of SMWTs, stages of team development, coordination of the activities of SMWTs and team management structure.

The Ubuntu philosophy and the African perspective style of leadership; SMWTs; the team-based organisation and the use of SMWTs in a team-based organisation; the learning organisation and the use of SMWTs in a learning organisation and the culture of team-based and learning organisations; staff development; team-based and distributed styles of leadership, transactional and transformational styles of leadership; and management and leadership skills were also explored.

The next chapter focuses on the research methodology selected for carrying out this study.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

This chapter presents a discussion of the research design developed to investigate the aims and objectives of the study. Firstly, a justification for the research design is chosen and a description of the research setting is provided. Next, the data collection methods, including the actual measures, verification strategies and instruments employed, are discussed. Finally, the procedure used for data analysis is provided.

#### 3.2 RESEARCH METHODOLOGY

##### 3.2.1 Qualitative research method

The qualitative research method was chosen for collecting and analysing data in the inquiry. This method concentrates on the research process, tools and procedures that are used in the study, while the research design focuses on what the end product will be (Mouton, 2001:49; Henning *et al.*, 2004:36). The qualitative research method enables the researcher to become the primary instrument in data collection in which meanings and interpretations of data are negotiated between the informants and researcher (Creswell, 2003:198). This means that the interaction between the researcher and the participants will enable the inquirer to determine respondents' perceptions on how educator teams can be empowered to implement the IQMS successfully in secondary schools of the Kathorus area. Thus, the qualitative research method helped the researcher to describe the practices and interaction of the participants. It helped the researcher to interpret the meanings that the participants assigned to their life worlds. The qualitative research method places emphasis on holistic descriptions; that is, detailed descriptions of what goes on in a particular activity or situation. It is in this context that the qualitative research method was considered to be appropriate for investigating how educator teams can be empowered to implement the IQMS successfully in these schools.

## 3.2.2 Data collection in qualitative research

### 3.2.2.1 Ethnographic design

The ethnographic design was chosen as the main strategy for data collection and analysis in this inquiry (cf. 1.5.2). Ethnography focuses on culture and uncovers and describes beliefs, values, and attitudes that structure the behaviour of a group (Merriam, 1998:10). According to Merriam, (1998:11,13), ethnography is a form of qualitative research employed by anthropologists to study human society and culture. This author differentiates between other ethnographies and educational ethnography. Merriam states that educational ethnography typically deals with the culture of a school community or the culture of a specific group within an educational community. There are two distinct meanings of “ethnography”. Firstly, it is a set of methods used to collect data and, secondly, it is the written record that is the product of using ethnographic techniques. The purpose of the study is to obtain objective accounts of lived experiences, known as fieldwork. Fieldwork means that the researcher goes “into the field” to study a group of people and events in natural settings in which participant observation is used as the main method for data collection. For this reason, the researcher of this study went into the school “field” to observe the participants in their natural settings. The aim was to obtain a holistic picture of the subjects of study by observing and interviewing them and by analysing the relevant documents of the schools (cf. 1.5.4). The act of going to schools to observe educators, including SMTs, meant that the researcher used educational ethnography as a data collection strategy, since he focused on the culture of a school community or the culture of a specific group within an educational community (Merriam, 1998:11). The researcher conducted direct observation as participant observer in which the participants were in natural settings, with the aim of obtaining data on their lived experiences, an approach that helped the researcher interact closely with the participants. The interaction with the participants enabled the researcher to interpret the meanings they assigned to their actions and behaviours. The ethnographic design also helped the researcher to focus on the culture found in the phenomenon, which is referred to as *emic* or “insider’s perspective”, versus the *etic* or “outsider’s perspective” (DePoy & Gitlin, 1994:141; Merriam, 1998:6,156; Henning *et al.*, 2004:44). In this manner, the researcher hoped to collect objective data

from the first-hand experiences of the educators and SMTs in secondary schools in the Kathorus area.

The ethnographic design of this inquiry is characterised by the design type that includes phenomenology and ethno-methodology, symbolic interaction, and historical method (cf. 1.5.2). The importance of phenomenology in the inquiry is that phenomenology is based on direct experience taken at face value. It helps the enquirer to describe the meaning of lived experiences of the participants without being bias (de Vos 1998:242). For this reason, interviews between the participants and the researcher were directed towards understanding the participants' perspectives on their everyday lived experiences. This interpretive approach was viewed as central to understanding and interpreting the meaning, including the feelings, beliefs, and ideals that the participants have and that they assign to the empowerment of educator teams to implement the IQMS effectively in schools.

The description of the meaning of lived experiences in this inquiry also included the use of the phenomenological approach. Creswell (1994:12) holds the view that in terms of phenomenological studies, human experiences are examined through the detailed descriptions of the people being studied. Through the phenomenological approach, the researcher "brackets" his or her experiences in order to understand the participants he is studying. The phenomenological approach was employed in this inquiry to enable the researcher to understand the "lived" experiences' of the participants under investigation. Creswell (1994: 12) and De Vos (1998:242) state that in phenomenology the researcher also "brackets" his or her convictions and "intuitive" knowledge in order to collect unbiased data on how individuals make sense of particular situations or experience such situations. In order to accomplish this objective, the researcher places in the shoes of the subjects in order to collect objective data. The researcher made an effort to "bracket" his own experiences, beliefs and convictions, with the aim of allowing the phenomena to reveal themselves. He then described them (phenomena) and attached meanings and interpretations accordingly. In this way, researcher was able to describe, examine and interpret meanings raised by participants in their contexts. Thus, perceptions of the participants in these schools could be determined with regard to the empowerment of educator teams to implement the IQMS successfully in schools.

The ethno-methodological approach was also employed in the current study. This approach combines philosophy and social theory in order to study common knowledge

(Neuman, 2000:509). For this reason, the language used by the participants regarding the empowerment of educator teams to implement the IQMS effectively in schools was taken into consideration in the current study. The researcher observed what has become known as “talk-in-interaction”, in which conversations in everyday settings are analysed with a view to eliciting the underlying structures of such talks (Henning *et al.*, 2004:45, 90). The assumption in the inquiry was that people accomplish common sense understanding by using tacit social-cultural rules and that social interaction is a process of reality construction. Thus, the ethno-methodological approach to determine the perceptions by the participants of the empowerment of educator teams to implement the IQMS successfully in schools was used.

Symbolic interactionism was also employed in this research, as it is based on the assumption that people act according to how they understand the meaning of words, things, and actions in the environment (Best & Kahn, 2003:110). Symbolic interactionism was important for the researcher to observe how members of the focus group used their verbal and non-verbal communication and the interplay of perceptions and opinions that stimulated discussion (De Vos *et al.*, 1998:80,314). This strategy attempts to interpret the meaning that symbols (for example, actions, signs, and words) have for the subjects. According to De Vos (1998:80), data is collected by means of participant observation and interviewing in this technique. The focus of the researcher was on the behaviour expressed and the meanings and interpretations that the informants gave in respect of the empowerment of educator teams to implement the IQMS successfully. For instance, the expressive movement of the body during social interaction to which meanings were attached was viewed as significant.

The historical method allowed the researcher to analyse the schools’ documents. According to De Vos (1998:80), the historical method involves the use of historical documents, including diaries, letters and newspapers. This method enabled the researcher to examine incidents in each school’s past in order to interpret how the present came to be (Seal, 1999:72). Historical research is a systematic process of searching for “the facts” and using the information to describe, analyse, and interpret the past (Wiersma, 2000:218). Seal (1999:72) also maintains that the researcher using this method examines the past in order to interpret the present. He points out that historical records, objects, and people who have some knowledge of the time and place

under investigation play a crucial role in the success of such a study. Historical documents included the minutes of staff and committee (educator teams) meetings, absenteeism and grievance lists, memos and reports, as well as other school records such as the school's policy and code of conduct for staff. Information obtained from data-collection methods such as interviews, and observation was used to "validate" the information obtained from school records (Swanson & Holton, 1997:102).

### **3.2.2.2 Sampling**

The purposive sample method was chosen for the study. The purposive sample is used in qualitative research for an in-depth study of the information the study reveals. The logic of purposeful sampling is that the participants selected can best yield an understanding of and insight into the topic. The purposeful sampling of educators and SMTs in secondary schools in the Kathorus area was done on the basis that they participants for yielding suitable rich information concerning the topic. The assumption in the research was that these respondents were knowledgeable and informative about the problem under investigation since they were directly involved in education (cf. 1.5.3). Creswell (1994:162) and McMillan and Schumacher (1993:596) state that, in the purposive sample selection procedure, only informants with key knowledge are eligible to be selected for a study. The researcher chose the three schools from the schools which were recognised as effective or "successful" by the community in the Kathorus area and the other two that formed part of the sample schools were chosen from those schools which were regarded as dysfunctional or "unsuccessful" by the community in the same area. For the purposes of identifying these schools, symbols representing these schools (such as A, B, C, D, and E) were used. The accessibility and proximity to the researcher of these schools were among the important reasons that made the researcher to select these schools. Five participants were chosen per school. The participants comprised the principal, one deputy principal, one HoD and two educators. The total number was of participants 25. The researcher strove to obtain a sample which was representative of the participants and in which both males and females were included in order to ensure balanced and meaningful views and suggestions on the empowerment of educators to implement the IQMS in schools. The total number of males was 12 and of females was 13. The inquiry was directed at the permanently appointed staff members whose age ranged between 20 and 65 years old, and with teaching experience of

between one year and 40 years. The participants were all professionally and academically qualified. The qualifications of the participants ranged from a three year College and university diploma to a masters degree. The respondents were members of educator unions and were registered members of the South African Council of Educators (SACE) under the South African Council of Educators Act 31 of 2000 (Brunton & Associates, 2003).

The questions in the interview guide (see Appendix B) were repeated until “saturation point” was reached and after which there was no new information forthcoming from the participants. This procedure is in accordance with the view of Taylor and Bogdan (1998:124) and Schulze (2003:56), who state that purposive sampling data is collected until saturation point is reached to ensure validity and reliability.

### **3.2.2.3 Research tools**

The research tools in this study included direct observation, interviews, and document analysis. These research tools were used as primary instruments for data collection in natural settings.

#### **3.2.2.3.1 Direct observation**

Participant observation was employed as a technique in the current study to observe the participants in their natural settings. This approach comprised direct observation and field note-taking (De Vos, 1998:285). Data collected through observation of the subjects is known as “field notes”, which are written descriptions of people, objects, places, activities and conversations (Hittleman & Simon, 1997:195). However, this may have a negative effect on the behaviour of the individuals being observed in their natural settings (Fraenkel & Wallen, 1993:373). Contrary to this view, in this study the presence of the researcher did not affect the participants’ behaviour because the researcher was well known at most of these schools as an educator. The researcher also revealed to the participants the purpose of his visit, ensuring them that information would be immediately transcribed after he had left the research field. De Vos (1998:244) states that audio and video-tapes are important for recording the direct observation of the behaviour and experiences of the participants. However, these tools

were not used in the current research study as they would have distracted the participants' attention away from a natural setting. According to Garbers (1996:286), the observation technique provides valuable non-verbal data and is the best way of obtaining actual first-hand information.

For these reasons, participants were observed at their staff, departmental and committee meetings.

### **3.2.2.3.2 Interviews**

Individual and focus group interviews were employed in this research. The individual interviews were used for the individual principals at various schools. The purpose of using individual and focus group interviews was to ensure the interaction of the participants around the topic in an environment that encourages open discussion among the group of the participants. This means that the assumption of the study was that educators and senior management members would be more free to present their views in the absence of the principal, and that the principal would be free to mention his or her weaknesses in the absence of his or her followers. This view is in agreement with the view of Swanson and Holton (1997:98) who argue that senior managers are often reluctant to discuss their weaknesses in front of other senior managers and subordinates who might use the information against them. Thus, it was essential to have both the individual and focus group interviews for the study.

Focus group interviews were employed for the group of participants, which comprised two educators, including two SMT members (deputy principal and HoD) from each school and two educators per school out of five schools. The number of the group of participants was chosen according to the requirements of a normal interview. An interview is described as a purposeful conversation, usually between two people, but sometimes involving more (Denzin & Lincoln, 1994:354). An interview is directed by the researcher at an interviewee in order to get information. Interviews are the most favourable tool in the qualitative approach to research. Merriam (1998:23) and Tomal (2003:22) hold the view that the purpose of the interview should be revealed to participants before the beginning of the interview session in order to establish a rapport between the participants and the interviewer.

Before the interview session began, the researcher revealed the purpose of the interviews to the participants in an attempt to establish a rapport with them. The researcher stated that the purpose of the interviews was to gain more knowledge about the empowerment of educator teams to implement the IQMS successfully in schools. It was hoped that revealing the purpose of interviews would help to overcome any suspicions the participants might have and to put them at ease. The researcher encouraged the participants to talk among themselves and to ask the researcher any question relevant to the topic. The purpose was to stimulate discussion from the outset. During the interviews, confidentiality was emphasised and participants were assured that the interviews were not judgemental. It was also hoped that the interviews would be a critical conversational encounter, created by a social atmosphere between the researcher and the participants. After the revelation of the purpose of the interviews, the interviews immediately commenced. The interviews were audio-taped with the participants' permission to ensure that information was captured in detail.

*a. Individual interviews*



Individual interviews were held with a principal of each of the five schools. Research has shown that senior managers are reluctant to discuss their weaknesses in front of other people because they often think that their information might be used against them (Swanson & Holton, 1997:98). Thus, the principals were interviewed separately.

*b. Focus group interviews*

Kruger (1994:120) and Berg (1998:100) define a focus group session as a discussion in which a smaller number of informants, usually three to five, are under the guidance of an investigator. The focus group interviews contribute to a rich description of the participants' "lived experiences" (Bernard, 2000:9). The focus group interviews enabled the researcher to interview more people efficiently, while focusing on the interaction of group members around the topic (Swanson & Holton, 1997:98). In this study, group interviews comprised four staff members; that is, two educators and two SMT members (a deputy principal and HoD). The group discussions were held under the guidance of the researcher. Interviews were also guided by specific questions (see

Appendix B) and notes were written immediately after each interview session. The focus group session is conducted as an open conversation in which each participant may comment, ask questions of other informants or respond to comments by others, including the researcher. An advantage of the focus group session is that interaction among the informants takes place that can stimulate in-depth discussions on the topic. The interviewer ensures that relevant topics are discussed by introducing and directing the discussion and encouraging participation in the conversation, without employing leading questions. In the current study, the researcher listened attentively, without talking too much and asked for clarification only when he did not understand a point an interviewee was making.

Open-ended interviews were employed in the current study and were based on the interview schedule (see Appendix A). McMillan & Schumacher (1997:40) and De Vos (1997:300) state that unstructured interviews based on open-ended questions are more appropriate to provide informants with an opportunity to describe their perceptions. These questions provided room for negotiation and discussion in which the participants could expand and give more information. The aim of the use of open-ended interviews was to probe for deeper meaning and confirmation of the information that had been obtained by means of observation. The probing questions were posed in the form of tracking questions, paraphrasing or reflecting, acknowledgement of the responses, and conversation bridges for more clarification and information. For example, paraphrasing included: "I heard you saying... could you tell me more about ...?", "What do you mean when you say...?", "Why do you ...?" "How do you...?" The data collected was also taken back to the participants for them to verify it.

### **3.2.2.3.3 Document analysis**

Document analysis is the information obtained from materials produced by the participants (Bogdan & Knopp-Biklen, 2003:32). According to Merriam (1998:133), documents include public and organisational records and artefacts which are a third major source of data in qualitative research. In this study, document analysis was critically important since it provided direct information from school documents. Documents to be examined should include both personal and official documents. Personal documents include diaries, personal letters and anecdotal records, such as logs

or journals. Official records include memos, minutes of meetings, working papers and drafts of proposals (McMillan & Schumacher, 2001: 263,434).

In line with these views, the researcher analysed various school documents with the purpose of discovering their meaning and to develop his own understanding and insights regarding the perceptions of the participants on the empowerment of the educator teams to implement the IQMS successfully in schools. In this inquiry, reviewing and analysis of school documents included minutes of staff, departmental and committee meetings; school records such as school development plans; records of staff development; school policies and procedures; and personal papers (unofficial records). Document analysis also included official documents such as Acts and policies, Government Gazettes and circulars; school magazines and prospectuses; minutes of SGB meetings; and school vision and mission documents. The purpose of the document analysis was to determine how the participants perceive the empowerment of educator teams to implement the IQMS successfully in these schools.

#### **3.2.2.4 Researcher's role**

The role of the researcher in this study was to observe the participants' actions, and interactions, and to interview them, record information, and analyse and interpret data. These roles are in line with the views of Merriam (1998:20), who states that, in a qualitative study, the investigator is the primary instrument for gathering and analysing data in order to produce meaningful information. In addition, Mark (1996:223) points out that the researcher using ethnographic design should admit their bias because ethnography is based on interpretive acts and inevitably on the ethnographer's point of view. It is to a certain degree coloured by certain biases, experiences and selective attention to the study and, thus, the researcher should admit their bias in the study. For these reasons, the researcher of this study admits that he has been involved in education: as an educator in primary school and as an educator and principal in a secondary school; as a lecturer and senior lecturer in a college of teacher education; and currently, is a lecturer at a university. According to Creswell (1994:163), the researcher's openness about their influences on the study should be considered useful and positive, rather than detrimental. Merriam (1998:20) maintains that the investigator as a human instrument is limited by being human, meaning that mistakes are made and personal

biases often interfere with the qualitative study. Merriam argues that the qualitative researcher must have an enormous tolerance for ambiguity, and be sensitive to the context and variables within it, including the physical setting and people, overt and covert agendas, and non-verbal behaviours. Thus, biases, values and judgement of the qualitative researcher are explicitly stated in the research report (Creswell, 1994:147). Despite the possibility of the investigator's biases and judgement in the research, however, efforts were made to ensure objectivity in the study.

### **3.2.2.3.1 Ethical considerations**

A qualitative research design takes into consideration the importance of ethical considerations. First and foremost, the researcher has an obligation to respect the rights, needs, values and desires of the participants, since ethnographic research invades the life of the participant and sensitive information is frequently revealed (cf.1.5.2). Hence, the following safeguards were employed in the study to protect the participants' rights:

- The research objectives and purpose of the study were revealed and clarified to the “gate keepers” and participants and they were assured that interviews would not disrupt the school business since they were conducted after hours;
- Written permission was procured from the Gauteng Department of Education, District Six and relevant school principals (see appendixes C);
- The verbatim transcriptions (see appendix B and written interpretation and reports would be made available to the participants;
- The participants' rights, interests and wishes were considered first when choices were made regarding the reporting of data;
- Feedback relating to the results of the study would be given to the GDE and the schools concerned; and
- After permission was secured from the Gauteng Department of Education (GDE) Head Office, Ekurhuleni-West District six and principals to conduct research in Kathorus secondary schools, dates for interviews were set up well in advance. Participants were also notified about times of meetings.

### 3.2.2.5 Data analysis and interpretation

The current study used different methods, such as ethnographic analysis and a constant comparative method for data analysis and interpretation (cf. 1.5.5). The purpose employing different methods was to increase the reliability and validity of the obtained data. Ethnographic studies focus on cultures and society. A constant comparative method was used for constant and continuous comparison of data. The constant comparative method focused on constant and continuous comparing of data and construction of categories and subcategories. McMillan and Schumacher (2001:461); Bernard (2000:145); and Merriam (1998:81) describe qualitative data analysis as primarily an inductive process for organising data into categories, building abstractions, and identifying patterns among the categories. For this reason, data analysis of the current inquiry was inductive.

For the mentioned above reasons, the researcher had to construct and develop categories and sub-categories from the perspective of the participants by means of constantly and continuously comparing data. Merriam (1998:179) states that categories and subcategories are commonly constructed through the constant comparative method of data analysis. Bogdan and Knopp-Biklen (2003:148) explain that there are two approaches to doing analysis. In the *first* approach, data analysis takes place concurrently with the collection of data. In other words, both data collection and data analysis are carried out from the outset of data collection. The *second* approach involves collecting data before conducting data analysis. This mode has the advantage that the researcher can reflect on data he or she has collected. Both approaches were employed in this study for data analysis.

Data collected was analysed from the early stages of data collection to avoid the burden of the researcher being overwhelmed by data. At the same time, the researcher created opportunities to reflect on data collected in an attempt to ensure quality. The researcher read carefully through all the transcripts (that is, field notes from observations) to gain a sense of the whole. This was done in conjunction with the reviewing of the purpose and questions of the current inquiry (Merriam, 1998:161). Transcripts were read and re-read while the researcher made his notes and comments on a separate data capturing memo in which reflections, tentative themes, and key ideas were written (De Vos, 1998:59,335

and Merriam, 1998:169). The researcher picked up a transcript file and read through it, jotted down ideas as they came to mind, asked himself what themes or major categories could be identified and written down that represented a thought, and identified thoughts as units of meaning in major categories and subcategories within the major categories. Category construction began with the reading of each of the interview transcripts. The researcher began to jot down notes on comments, observations, and queries in the margins next to data that struck the researcher as interesting, potentially relevant, or important to his study. The researcher then came up with terms, concepts and categories that reflected what he saw in the data (Henning, *et al.*, 2004:106). The subcategories or units that are related to a category were grouped together until that particular category became saturated and no new information emerged.

Categories were generated through the process of comparing units applicable to each category in this study. Firstly, the researcher identified units of information that served as the basis for defining categories. This approach to data analysis is in line with that of De Vos (1998:339), who states that these units may be a sentence or a paragraph long that and they are found within observational notes, transcripts of interviews, documents and records. After the identification of these units, the researcher continued to identify the units and to place them into categories. The researcher compared the units to determine whether they were applicable to each category. Thus, the constant comparison method was crucial to the current research. The process of constant comparison also stimulated thoughts that could lead to descriptive and explanatory categories.

Categories and themes were, therefore, developed in this research in an attempt to answer the research question. Categories and themes were named to reflect the purpose of the study, and the naming of each category was sensitive to what appeared as data in an attempt to answer the researcher's research question. The sub-categories and properties that served to define and elaborate the meaning of the particular category were also developed (Swanson & Hilton, 1997:104).

The researcher used coding to divide data into various parts. This procedure is in line with the approach of McMillan and Schumacher (1993:486), who describe coding as the process of dividing data into parts by means of a classification system. For this reason,

a coding method based on open, axial and selective codes was used simultaneously with the above method of identifying units to ensure quality in generating categories and themes (De Vos, 1998:270-272) in the current study. De Vos (1998:59) describes open coding as the process of breaking down, examining, comparing, conceptualising, and categorising data. The researcher reads through interview scripts and the field notes (from observation and schools' documents). During the coding process the researcher closely examined words, sentences and paragraphs that contained main ideas. Codes comprising words, phrases, sentences or whole paragraphs, connected to specific sets of data, were identified. The importance of coding in qualitative data is that it frees a researcher from entanglement with the new data and encourages a higher level of thinking about research questions (Mark, 1996:216). In axial coding, the researcher reviews and examines the initial codes as he or she proceeds or moves towards organising key ideas or themes in the analysis. In the process of axial coding, the inquirer looks for categories or concepts that are then clustered. Then the researcher asks questions such as: "Can I divide the existing concepts into sub-dimensions or sub-categories?" or "Can I combine the closely related categories into one general one?" In the current study strategies were devised for clustering categories and, eventually, concepts were divided into sub-categories. In selective coding, the researcher looks selectively for cases that illustrate themes and makes comparisons and contrasts after most (or all) of the data collection process is complete. For example, a researcher can decide to make gender relations a major theme. The researcher can look for differences in how men and women talk about dating and engagements for example (Neuman, 1997:424).

### 3.6 TRUSTWORTHINESS OF THE STUDY

A summary has been provided (cf. 1.6) demonstrating how trustworthiness was achieved in the study. A discussion of strategies that ensure trustworthiness in the current research is provided below. These strategies include truth value, applicability, consistency and neutrality, in which credibility, transferability, dependability and conformability are very important.

*Truth-value:* To ensure truth-value, data in the study was collected and analysed through multiple sources that included interviews, observations, and document analysis

techniques. Creswell (1994:158,174) states that triangulation comprises interviews, observations, and document analysis. There was also an ongoing dialogue between the participants and the researcher regarding the researcher's interpretations of the participants' reality and the meaning of data collected.

*Credibility:* Independent experts were requested to evaluate the overall research process. The transcripts were made available to these experts for scrutiny to see whether they correlated with the statements and arguments set out in the study. The peer doctoral examination and evaluation of the study was sought with students in education management during doctoral seminars in which the researcher discussed the research processes.

To validate the research the researcher asked the study participants whether they agreed with the researcher's findings. It was also felt to be ethical to advise the participants as to what would happen with the findings and how the participants' identity would be protected (Henning, 2003:148). Member checking and plans for receiving feedback from participants were considered important, as was the question of how to involve participants in all the phases of the research. The purpose was to minimise the distance of interaction between the researcher and the participants, based on the epistemological assumption described earlier.

*Dependability:* Every step of data gathering, analysis and interpretation is described above. Independent coders were used in the study to deal separately with data in order to compare results. Recording was done of segments of the data. Doctoral seminars with experts at the University of Johannesburg were held twice before the submission of this thesis for examination. The purpose was to check that the research methods, programmes and guidelines used had been explained clearly.

*Conformability:* The following categories were included for the audit: raw data (notes and recordings); data reduction and analysis products; data reconstruction and synthesis products; process notes; and any other related material. The supervisor and co-supervisor acted as auditors in the current study, to consider the process of research as well as the data, findings, interpretations and recommendations, and this included an

audit of raw data in which notes and recordings were checked. The auditing took place throughout the study and not only at the end.

*Validity* of the study was attained through the use of different methods, including ethnographic analysis and the constant comparative method and interpretive approach. Multiple sources, consisting of observation, interviews and document analysis, in accordance with the phases discussed above (cf. 1.5.4, 1.5.5 and 3.2.2.5), were used.

*Reliability* was achieved by providing a detailed account of the collected data that focused on the researcher's role; the participants, position and bases for their selection; and the triangulation of data collection. Data analysis was used to strengthen reliability (cf. 3.2.2.5).

All the above strategies ensured the internal validity of the study. The findings will also be published in educational journals for the use of the broader community in an attempt to enhance the external validity of the current study.

### 3.7 SUMMARY

This chapter has focused on qualitative research as a process which the researcher used to collect and analyse data in a systematic way. This method uses words to describe people rather than numbers and its use is appropriate for determining the perceptions of the participants in secondary schools of the Kathorus area, concerning the empowerment of educator teams to implement the IQMS successfully in these schools. This chapter also indicated that the ethnographic design type, including phenomenology and ethno-methodology, symbolic interaction, and the historical method were used in the current study and that these strategies complemented each other. The purposive sample was chosen as the sampling procedure in the current study which focused on participants with insight into the problem under investigation.

The research tools, which included techniques such as direct observation, interviews, and document analysis, were discussed. The study demonstrated that these techniques were suited to collecting qualitative data. The chapter also indicated that both individual and focus group interviews were employed in the current study. The reason

for choosing two groups of educators and SMTs separated was to make the SMT members feel at ease to express themselves away from educators. Open-ended interviews were employed in the current study and the aim of the questions asked at these interviews was to probe for deeper meaning in the information and views being expressed by the participants. The researcher's role and ethical considerations and the establishment of a rapport between the researcher and participants were also discussed. This chapter also indicated that triangulation, consisting of ethnographic analysis and constant comparative method for data analysis and interpretation, was used in the current study to increase the reliability and validity of the collected data and the trustworthiness of the data.

The next chapter focuses on the analysis and the interpretation of the data.



## **CHAPTER FOUR**

### **DATA ANALYSIS**

#### **4.1 INTRODUCTION**

Using the ethnographic design, the study aimed to determine how educator teams could be empowered to implement the IQMS in secondary schools in the Kathorus area successfully. This chapter focuses on the analysis and interpretation of data which includes the themes and sub-themes that emerged from the data on the perceptions of educators and SMTs on the empowerment of educator teams to implement the IQMS in schools effectively. The themes and sub-themes were constructed through the constant comparative method of data analysis and interpretation (Merriam, 1998:179). McMillan and Schumacher (2001:466) maintain that it is impossible to interpret data unless the researcher organises the data collected into themes and sub-themes.

The summary of the themes and sub-themes is presented in (Table 4.1). De Vos (2005:333) argues that qualitative analysis transforms data into findings. This involves reducing the volume of new information, sifting the data to find out what is trivia, and identifying significant patterns and constructing a framework for the essence of what that data reveals.

Table 4.1: Themes and sub-themes

Themes	Sub-themes
Implementation of the IQMS in a team-based organisation	<ul style="list-style-type: none"> <li>• Advocacy and consultation with stakeholders;</li> <li>• Union participation;</li> <li>• Lack of understanding of the process of the</li> <li>• IQMS and the lack of effective training.</li> </ul>
Management and leadership	<ul style="list-style-type: none"> <li>• Management approaches and styles of leadership;</li> <li>• Lack of collaboration and collegiality and shared vision.</li> </ul>
Empowerment of teams	<ul style="list-style-type: none"> <li>• Hierarchical structures;</li> <li>• Lack of collective accountability;</li> <li>• Absence of communication system;</li> <li>• Lack of conflict management skills;</li> <li>• Absence of team-based incentives and a reward system; and</li> <li>• lack of coordination.</li> </ul>
Professional development of educators	<ul style="list-style-type: none"> <li>• Dissatisfaction about the DAS, PMS and WSE; and</li> <li>• Absence of staff development programmes.</li> </ul>

## 4.2 ANALYSIS OF DATA

### 4.2.1 Implementation of the Integrated Quality Management System (IQMS)

#### 4.2.1.1 Lack of advocacy and consultation with stakeholders

It appeared that educators and the SMTs in secondary schools of Kathorus area, were not consulted in the advocacy of the implementation of the IQMS by the Department of Education (DoE). The DoE involved only the unions and not other stakeholders. An educator in School B emphasised that, *“it is surprising why educators are not afforded the opportunity to speak their minds about the implementation of the IQMS in schools. The Department forgets that educators are the key active partners in the implementation of the IQMS in schools and without their support there can be no talk about teaching and learning in schools”*. Another educator of School C conveyed a similar viewpoint: *“educators are justified to resist the imposed IQMS in which the Department provides educators with a script of rules and regulations to follow without questioning”*.

The responses of the participants demonstrate that the regulations concerning the implementation of the IQMS were imposed by the Department of Education on educators in schools. In the same context the school management teams (SMTs) expressed their disappointment by the attitude of the DoE on the advocacy of the implementation of the IQMS. The principal of School of A for example, remarked: *“I first learned from the media that the IQMS was to be launched before I was consulted”*. The principal of School E stated that, *“the stakeholders in education were kept in darkness about the plans of the advocacy of the implementation of the IQMS. The DoE decided to finalise all the plans for the advocacy with the unions without the involvement of the other stakeholders”*. The principal of School of C expressed the view that, *“for the successful implementation of the IQMS in schools the DoE has to involve and listen to all stakeholders for what they to have say. Oh, yes, the DoE got to trust that all stakeholders are capable to do the right things”*. The principal from School D: said that, *“Oh, yes, I think the DoE was supposed to have consulted all the stakeholders in education in its advocacy of the implementation of the IQMS in schools,*

*especially the vast majority of educators who are there to carry out the IQMS policy at the school level*". The principal School B argued: *"The DoE cannot just coerce educators to implement the IQMS policy without their agreement. Therefore, the DoE needs to motivate educators to accept the implementation of the IQMS in schools"*. The HoD from School B expressed the frustration that, *"the bureaucratic DoE decided to throw the implementation of the IQMS in the face of educators without consulting them"*. The HoD from School D stated that, *"the Department was not even concerned that educators would reject the implementation of the IQMS without their support"*. The deputy principal in School E said that, *"the Department should realise that educators are the implementers of the IQMS in schools and therefore, they must be involved in the advocacy of the IQMS"*.

These responses show that the participants were not consulted in the advocacy of the implementation of IQMS at government level. The DoE consulted only the unions in the advocacy of the implementation of IQMS. The conviction in this inquiry is that the DoE needs to consult all stakeholders in the advocacy of the implementation of IQMS so that educators can accept the implementation of IQMS in schools. The Department needs to be aware that the consultation of all stakeholders in the advocacy of the implementation of IQMS will empower these all stakeholders take control and "ownership" IQMS. This is evident in the fact that when the employees are consulted on the issues which directly affect them than the employees feel empowered to make independent decisions and take control of their work (cf. 2.2.11) which can enable educator teams to make a contribution to the successful implementation of the IQMS in these schools.

#### **4.2.1.2 Union participation**

It appeared that the DoE decided to involve only the educator unions and not all educators in the design of the implementation of the IQMS. In fact, the participation of the unions in the planning of the implementation of the IQMS in schools was not welcomed by the educators. An educator in School D expressed the fact that, *"the Department of Education used the unions under the pretence to create the impression that it had consulted all educators. The unions are not enough to represent the masses of educators on the ground level"*. Another educator of School A supported the view

by contending that, “*educators deserve to be involved in the process of developing the strategy for implementing the IQMS owing to the fact that all educators are implementers of the IQMS*”.

These responses show that the DoE used the “contrived collegiality” approach strategy to coerce educators to implement the IQMS in schools (Scott & Usher, 1999:54). Contrived collegiality is the set of the formal mandatory structural arrangements imposed upon employees in the name of collaboration. The purpose of the contrived collegiality strategy is to force subordinates buy in the concept of the IQMS and to implement the IQMS in the name of collaboration and teamwork (cf. 2.2.10.2.1). Contrived collegiality in this case suggests that the Department simply created the impression that it was working jointly with and empowering educators through union participation when, in fact, such arrangements are not designed for the genuine empowerment of educators. However, these arrangements prove to be counterproductive and discouraged educators from implementing the IQMS effectively (cf. 2.2.10.2.1). Thus, it is critical for the DoE to involve all educators rather than the unions alone in the design of the implementation of the IQMS in an effort to empower educators to implement the IQMS successfully.

Furthermore, it appeared that the participants were dissatisfied about the participation of the unions in the design and implementation of the IQMS. One educator of School Educator B remarked: “*the role played by the unions in respect of the implementation of IQMS is unclear to educators since the unions are not readily willing to criticise the Department openly for failing to involve educators in the planning of the IQMS and to provide inadequate training for educators*”. Another educator of School C pointed out that, “*on one hand, the unions, claim that they are committed to fight for the rights of educators. On the other hand, unions are not making themselves available to support educators in the implementation of the IQMS in schools. Educators are left in the lurch to sort out the problems of the implementation of the IQMS in schools alone*”.

It is clear from these comments that the role played by the unions in supporting educators to implement the IQMS effectively is not clear. The lack of union support for educators disempowered educators from implementing the IQMS effectively in these schools. The SMTs also severely criticised the unions. The principal of School A

stated that, *“the unions are not helpful to motivate educators to implement the IQMS effectively, except to instigate educators to turn against the SMTs when there are crises in schools related to the implementation of the IQMS”*. The principal from school C remarked that, *“the unions contract themselves because they accepted the Education Labour Relations Council which introduced the IQMS in 2003”*. The principal of School E summed it up as follows: *“The instigation of educators by the unions against the SMTs will not empower educators to implement the IQMS successfully and instead, it will disempower educators to perform their responsibilities effectively”*.

It is for these reasons that the unions should be active in their support of educators in the implementation phase of the IQMS in schools so that educator teams in secondary of the Kathorus area can have confidence in the unions which will result in the successful implementation of the IQMS in these schools.

#### **4.2.1.3 Lack of understanding of the process of the IQMS**

It appeared that the DoE did not provide the participants with the training which would have enabled them to understand how the process of implementing the IQMS worked. An educator from School E stated that, *“it is had to understand the process of IQMS... educators require the necessary skills and knowledge to implement the IQMS successfully in the school. The DoE did not organise programmes to train educators to understand the process of implementing the IQMS”*. An educator from School C expressed the view that, *“to compound, Issh, I mean, the problem, the DoE did not train the SMT in the school to make sure that educators understand the process to implement the IQMS in the school. The SMT are biased and prejudiced because they only select their friends to leadership roles and leave out the educators who have the potential to perform effectively those roles which are assigned to the favourites of the principal”*. Another educator from School A stated that, *“the problem of favouritism which is prevalent in the school disempowers educators to implement the IQMS effectively”*. An educator from School D stated that, *“the SMT in the school organised a workshop that proved to be ineffective to provide educators with the necessary knowledge and skills to ensure that the staff understands the processes which need to be followed in order to implement the IQMS successfully. The SMT relied on the trial and methods to empower the staff members to understand the content of the learning*

*material*". Another educator from School E reported that: *"the principal ran the workshop which was just a formality rather than informative because the principal did allow the participants to ask questions for clarification. The principal required that the staff members accept what they were told"*. An educator from School A summed it up by saying that, *"since the principal conducted the advocacy of the implementation of the IQMS in the school, there has been no staff development programmes organised to empower educators to understand the processes of how the implementation the IQMS needs to be successfully implemented"*.

It appeared that the respondents did not understand the concept of implementing the IQMS in schools since the implementation of the IQMS lacked the necessary research to make sure that the implementation of the IQMS was conceptualised in the same way by everyone involved in the implementation of this policy. One educator of School E remarked that, *"educators are not sure of the meaning of the implementation of the IQMS in schools. The Department of Education did not bother itself to involve educators in the research of the IQMS"*. Another educator of School E said that, *"educators deserved to be provided with the opportunity in which they could conduct their own research in order to discover the meaning of the IQMS before it was implemented"*. One educator of School B remarked: *"the lack of understanding of the implementation of the IQMS has increased the work over-load which involves paperwork and consequently, educators are hospitalised on a daily basis for having the stress"*. The principal of School A stated that, *"the DoE did not provide the SMTs with training in order to understand the process of the IQMS. Apparently, the DoE assumed that the SMTs will understand the process of the IQMS without training. "Ahh, that is why it is practically impossible to implement the IQMS successfully in schools"*.

#### **4.2.1.4 Lack of effective training**

It appeared that when the regulations for the implementation of the IQMS in schools were passed, the DoE did not provide educators in secondary schools of the Kathorus area with effective training. Training is a learning process which involves the acquisition of skills, concepts and attitudes to enhance the performance of employees and training helps the employees to cope with change (cf. 2.2.10.1.3). However, it

appeared that educator teams in these schools were dissatisfied with the training provided by the Gauteng Department of Education (GDE) to implement the IQMS. An educator from School B remarked: *“the training provided by the GDE did not address the needs of educators to implement the IQMS effectively in schools.* An educator from School E supported this view by saying that, *“it is surprising that the GDE decided to impose its own training needs upon educators without consulting them since educators are directly affected by the training”.* An educator from School A emphasised this view by saying that, *“the GDE assumed that educators are passive and will accept anything prescribed by the Department without questioning it. It is impossible to have effective training when the relevant training needs of the participants are not addressed”.* The principal from School B remarked: *“it is critically important for the GDE to determine the exact set of expectations of the participants for the training to be presented in order to address the real issues that contribute to the ineffectiveness and inefficiency of the training provided for the implementation of the IQMS in schools”.*

The responses of the participants show that there was a lack of involvement by educator teams in determining the needs for training. These responses also make it clear that the GDE officials assumed that the participants were going to accept everything prescribed to them by the GDE without question. The principal from School E argued that: *“the training provided without the involvement of educators to determine the relevant needs for training cannot empower educators to implement the IQMS effectively. The effective training can only be attained when the training needs are agreed upon by both educator teams and the GDE are clearly articulated before the actual training commences”.*

These comments show that the participants want to be involved in determining the needs for the training. In support of this view, Robinson and Robinson (1989:16) assert that effective training is driven by the needs of the trainees as determined by the employees together with the providers of the training. It is in this context that the effective training for the implementation of the IQMS in these schools needs to be based on the needs identified by both educator teams and the GDE.

Furthermore, educator teams in these schools reported that the GDE training had numerous problems that disempowered these teams from implementing the IQMS

effectively. An educator from School B stated that: *“the GDE forced educators to attend training during school holidays in which educators were supposed to take a rest after hard work”*. The principal from School C remarked: *“the span of time provided by the GDE for training was exceptionally short to engage educators in the meaningful debates and reflection on the issues related to the implementation of the IQMS in schools”*. The HoD from School D stated that, *“the GDE was unrealistic to expect educators to understand the content and put it into practice from the training that lasted only five days”*.

These comments suggest that the timing and planning by the GDE for training was poor. The GDE training took place at an inconvenient time in which the educator teams were supposed to be on holiday which educators deserved after the hard work of the implementation of the IQMS. The reality is that effective training can only take place and be enhanced when it is offered at convenient times. These comments also show that the span of time allocated to training by the GDE.

An educator from School D remarked: *“the trainers of the Department were not competent to provide relevant knowledge and skills to implement the IQMS effectively. Educators lacked the learning atmosphere that supports learning and transfer of learning”*. The HoD from School E said that, *“the presenters of the Department were unable to define their roles and functions, state their objectives, and indicate how time for the presentation was to be spent. The presenters used trial-and-error methods which were ineffective to assist educators to implement the IQMS”*. Educator from School A confirmed this: *“The presenters lacked the relevant skills for the presentation since the needs of the participants were not met. Educators were not provided with the opportunity to discuss their ideas and share experiences as they were coming from different cultural backgrounds and environments. A deputy principal from School B stated that, “the material for training was of poor quality to implement the IQMS effectively”*. The HoD from School B stated that, *“the content was presented by presenters who lacked knowledge about the learning material”*. The principal from School D remarked: *“during the training sessions there was a lack of communication between the trainers and the officials of the Department”*.

Clearly, these comments which are based on the learning experiences of the participants did not stimulate their interests and the value of learning which could have resulted in the effective implementation along the IQMS in schools, was minimal.

It also appeared that the GDE used the cascading model for their training which was not of any help to educators and SMTs to implement the IQMS effectively in these schools. An educator from School D stated that, *“it is strange that the GDE employed the cascading model to train educators. The cascading model is ineffective to provide educators with the necessary information because this model is incapable of including all educators in the training session. Educators who attended the training were required to train other educators who did not attend the training”*. An educator from School A confirmed this view, by stating that, *“the scattered presentation of information disempowers educators to implement the IQMS effectively because this approach discourages the active participation of educators as a staff. This piece-meal approach also promotes the passive participation of educators since educators were not able put into practice what they had learned”*. The HoD from School A expressed the view that *“the users of the cascading model are scared to face the challenges that are often posed by the participants when they are put together at the site of the training”*.

The responses of the participants made it clear that training provided through the cascading model did not meet the needs of the participants. The underlying view, in this study is that effective training cannot be achieved through the use of the cascading model. Rather, effective training can only take place through the holistic or integrated approach in which all the participants are involved and allowed to discuss their different experiences. For these reasons, Parker (1998: 61) and Newstrom and Davis (1993:293) assert that the “cascade model” is inappropriate to empower the employees to gain knowledge and skills to perform their responsibilities effectively.

For these reasons, it was clear that the participants were frustrated by GDE training. The principal from School A stated that, *“the training provided by the GDE did not help both the SMT and educators since they did not make any difference on the implementation of the IQMS in the school after attending the training”*. The principal

from School D supported this view: *“educators learned very little from the training of the Department and it was just a waste of time”*.

It is for these reasons the training provided by the GDE was not effective to empower educators to implement the IQMS successfully.

## **4.2.2 Management and leadership**

### **4.2.2.1 Lack of collegial and participatory approaches**

It appeared that the SMTs in secondary schools of Kathorus area lacked the use of the collegial and participatory management approaches to empower educator teams to implement the IQMS successfully. The term “collegial” relates to a body of persons having a common purpose and it also shows that educators have a right to participate in decision-making (cf. 1.1 and 2.2.5). The lack of the use of the collegial and participatory management approaches in these schools was illustrated by the responses of the participants. An educator of School E remarked: *“the SMT employs the top-down and control approach which prevents educators to participate in decision-making. There is little or no input from the staff members towards the implementation of the IQMS in the school because the principal shows no interest in the contributions and input from the staff members. Ahh...I believe, that the SMT has to encourage educators to participate voluntarily in the implementation of the IQMS rather than to coercing educators. The lack of collegiality of staff members to implement the IQMS in the school has resulted in low morale”*. An educator from School C supported the view that: *“instead, of employing the collegial and participatory management approaches, the SMT in the school use too many controls and rules for educators to implement the IQMS. These controls and rules discourage educators from implementing the IQMS successfully”*.

During my visit to selected schools, I observed that some principals dominated the staff meetings and this resulted in “tensions” between staff members and principals. It was evident that apathy prevailed among staff members and they therefore made very little input on important educational matters. The principals used their positional authority to

direct the meetings and this clearly revealed that educators (individuals and teams) were not empowered.

From the responses of the educators and through the researcher's observations, it is clear that educators in these schools require the collegial and participatory approaches in which they can be involved in decision-making in order to implement the IQMS successfully. Contrary to these views the SMTs in these schools had different views. The principal of School C cautioned: *"as the head of the school, I have a right to employ any management approach which I feel is appropriate for the situation and nobody will prescribe to me how I must execute my leadership"*. The principal from School D argued that: *"I cannot delegate too much decision-making authority since educators will misuse it"*.

Thus, the SMTs in these schools need to employ the collegial and participative management approaches rather than the bureaucratic management approach to empower educator teams to implement the IQMS effectively.

It also appeared that the SMTs in these schools lacked the use of Ubuntu philosophy and the African style of leadership which have the similar characteristics to the collegial and participatory management approaches to implement the IQMS successfully. An educator from School D stated that, *"the SMT in the school uses the autocratic style of leadership which compels educators to work in isolation rather than sharing and help one another in order to implement the IQMS successfully. Judging from the over workloads created by the implementation of the IQMS in the school, it is essential for educators to share the work and make it easy for the implementation of the IQMS"*. Another educator of School B stated that, *"the efforts of the individual educator are no longer enough to cope with the new increased and complex roles and responsibilities brought also by radical changes in the South African schools. Therefore, the sharing of information and supporting one another to implement the IQMS effective is essential among educators"*. An educator from School E stated that, *"the principal has less or no interest and care and empathy to support to educators to work in collaboration and as a team in order to implement the IQMS. The principal's only concern is about his self-interest rather than the interests of educators"*.

The responses of educators illustrate clearly that educators in these schools want to share information among themselves and support one another in order to implement the IQMS effectively. The responses of educators also show that the SMTs in these schools have little or no interest, care and empathy in using the autocratic style of leadership which encourages educators to work in isolation rather supporting one another.

Contrary to these views, the SMTs in these schools have different views. The principal of School C remarked: *“the sharing of information and supporting one another is not a solution for implementing the IQMS successfully”*. The principal of School A supported this view saying that, *“there is no educator in this school who wants to be dragged down by poor performing colleagues. My educators want to be judged on their merit. Thus, it is essential to encourage educators to work in isolation because a principal, you easily determine who is working and who is dodging from doing the work”*. The principal from School B remarked: *“the African style of leadership is too loose to make things happen in the school. It is impossible to have everyone accountable for the implementation of the IQMS and one person must be held accountable for poor performance. Every educator should help himself and herself in order to implement the IQMS effectively because some educators are not performing as the school expects and they hide behind other educators”*.

#### **4.2.2.2 Absence of the shared vision**

It appeared that the participants in secondary schools of Kathorus area were frustrated by the absence of the understanding of the shared vision for the implementation of the IQMS at government level. A shared vision is directed towards attaining a common goal of achievement in an organisation. A shared vision has an integrated and a unifying element showed by the use of a pronoun such as “we” and it is a key component to gain the commitment of the members in an organisation to achieve a common goal. A vision is a crystallised long-range image or idea of what should be accomplished. (cf. 2.2.15.2 and 2.2.19). In spite of these views it appeared that the DoE was not aware of the importance of the shared vision and that the participants cannot be fully empowered to implement the IQMS without this shared vision. An educator from School B stated that, *“educators in the school are not sure of the*

*intentions of the Ministry of Education for introducing and implementing of the IQMS in schools". Educators cannot cooperate fully and commit themselves to the implementation of the IQMS without knowing what needs to be achieved. The full knowledge of what needs to be attained empowers educators to cooperate in the implementation of the IQMS". The HoD from School A also held this view, saying that, "educators need to plan ahead for the successful implementation of the IQMS and educators cannot plan ahead if they were not involved in the process of designing the implementation of the IQMS. I mean that working without knowing the intentions of the DoE to implement the IQMS in schools is a sign that educators and the DoE are not working together. I think time has now come for all the stakeholders to know the vision the implementation of the IQMS not only the DoE". An educator from School B explained that: "educators are unable to implement the IQMS effectively because the DoE did not include them in all the activities for the implementation of the IQMS. The inclusion of the educators in all the activities for the implementation of the IQMS is essential because educators are the actual implementers of the IQMS".*

In the same context the principals as educators the principals expressed their dissatisfaction about the lack of the shared vision for the implementation of the IQMS in schools. The principal of School C stated that, *"the implementation of the IQMS in schools came as a surprise to most the SMT members and educators since the DoE did not involve these stakeholders in the formulation of the vision for the implementation of the IQMS. It is also surprising that the DoE requires the SMTs and educators to implement the IQMS in which they were not part to its design. It is therefore, difficult for the SMTs and educators to identify with the vision that they not know".* The principal of School E remarked: *"I real feel embarrassed to lead people without a vision because I am not sure of the direction to which we are heading. I think it is important for the DoE to share the vision of the implementation of the IQMS with all stakeholders not only a few stakeholders".* The principal of School B said that, *"there is a gap between vision of the DoE for implementing the IQMS and the practice in schools. It means the DoE knows the vision for the implementation of the IQMS and educators who are actually implementing the IQMS in schools do not know the vision for the implementation of the IQMS".*

These views make it clear that the participants were disempowered to implement the IQMS successfully in schools since the shared vision was absent.

### **4.2.3 Empowerment of teams**

#### **4.2.3.1 Hierarchical structure**

It appeared that educators and the SDTs in secondary schools in Kathorus area, lack the decision-making authority to make decisions on how to implement the IQMS successfully because these schools are characterised by their hierarchical structure. The hierarchical structure has many levels of authority in which the authority resides with the manager. While the horizontal structure is characterised by fewer levels of authority in this structure authority is decentralised among team members to determine how to implement the IQMS (cf. 1.1 and 2.2.14). An educator of School D expressed the view that, *“educators in the school are unable to make decisions to implement the IQMS successfully since all decisions are in the hands of the principal. Any decision on the implementation of the IQMS requires the approval of the principal before it is implemented”*. This view was supported by an educator from School A when they said that, *“the principal lacks trusts in educators to make decisions on the implementation of the IQMS in the school. The principal excludes educators from the decision-making process because she thinks that educators will take the authority and control the implementation of the IQMS in the school”*.

These comments demonstrate that these educators are frustrated at being excluded from participating in decision-making to implement the IQMS. The conviction in this inquiry is that educators in these schools cannot implement the IQMS successfully unless they are empowered with decision-making responsibility. Thus, these schools with a hierarchical structure need to be transformed into team-based organisations characterised by a horizontal structure that decentralises the decision-making authority among team members to implement the IQMS successfully (cf. 2.2.14).

The lack of decision-making authority to implement the IQMS in these schools successfully was also experienced by the SDTs who represent educators in the SMT (cf. 2.2.10.1.7). An educator from School A remarked: *“the SDTs lack the decision-making authority to implement the IQMS in the school despite the fact that in the IQMS*

*educators elected by staff work with the principal. It is impossible for educators to implement the IQMS successfully when the SDTs are prevented from making decisions on how to implement the IQMS. The principal has to think of the SDTs as his equals and accept their different views so that the IQMS can be implemented successfully*". An educator from School E stated that, *"the principal is also reluctant to delegate the SDT in the school to undertake management and leadership responsibilities"*.

In response to these comments the SMTs had different views from educators. The principal of School E cautions that: *"the delegation of the SDTs with decision-making authority to implement the IQMS is not a simple matter because the SDTs are under-qualified and did not receive training on management responsibilities. The SDTs are unwilling to account for the management responsibilities outside their classrooms"*. The principal from School B contended that: *"the SDT create a role conflict among members of the SMT in the school. I am also not sure of what magnitude of the authority that needs to be delegate to the SDT"*.

The researcher also observed that in some schools the principals were reluctant to delegate the SDTs with management responsibilities and leadership roles in order for them to implement the IQMS effectively. This had serious implications for positive teamwork and collaboration.

The responses of the principals and through the observations of the researcher, it is evident that the principals are are not involved in decision-making to implement the IQMS successfully. The SDTs in these schools function as an *ad hoc* structure rather than a formal horizontal structure in a team-based organisation (cf. 2.2.14 and 2.2.11.9).

#### **4.2.3.2 Absence of collective accountability**

It appeared that the educator teams in secondary schools in the Kathorus area, lack the collective accountability and put greater emphasis was on the individual's accountability. An educator of School B remarked: *"the principal is solely accountable for the implementation of IQMS in the school. The principal claims that she is the only person in the school who is called upon to account by the DoE when there are problems with the implementation of the IQMS"*. An educator of School A expressed

the view that, *“it is unacceptable for the principal to be the only person who accounts for the implementation of the IQMS because educators are the ones who implement the IQMS and they know the relevant requirements for the successful implementation of the IQMS”*.

These comments make it clear that educators in these schools are dissatisfied with the principals for being solely accountable for the implementation of IQMS since educators are directly involved in the implementation and know what the relevant requirements for the successful implementation of the IQMS are.

In response to the claims made by educators on the issue of who needs to be accountable for the implementation of the IQMS in a school, the principal from School D remarked: *“it is my primary responsibility to be accountable for the implementation of IQMS in the school as the head of the institution. When I am not accountable for the implementation of IQMS in the school, it would mean that I am not performing my responsibilities. Educators in the school are under-qualified and not responsible enough to be answerable for the implementation of the IQMS”*. The principal of School B put it succinctly: *“The South African Schools Act provides that the principal of a public school is accountable for the professional management of the school under the authority of a provincial Head of Department (HoD). Therefore, in terms of this Act, it is illegal for a principal in a public school not to be accountable for the implementation of the IQMS the school”*.

Contrary, to the beliefs of the principals in these schools, collective accountability rather than individual accountability is central in SMWTs in a team-based organisation for these teams to perform their responsibilities effectively (cf. 2.2.11.2). Collective accountability refers to a situation in which the SMWTs are held jointly accountable for the outcomes of their performance. Therefore, the comments made by the educators above that educators in these schools need to be directly accountable rather than the principal for the implementation of the IQMS since educators are the actual implementers of the IQMS, are in agreement with the collective accountability of the SMWTs in a team-based organisation. This shows that for the successful implementation of the IQMS in these schools, educators and principals need to be accountable for the outcomes of the implementation of the IQMS. However, the

collective accountability alone cannot empower educator teams to implement the IQMS successfully, and thus, a collective accountability needs to be integrated the two-way or lateral communication system.

#### **4.2.3.3 Lack of a communication system**

Communication is the transfer and exchange of information and understanding from one person to another. It is a way of exchanging and sharing ideas, attitudes, values, opinions, and facts (cf. 2.2.11.4). Contrary to these views of the researchers, it appeared that a two-way or lateral communication system was absent in secondary schools in Kathorus area and the principals were using the one-sided or downward communication system. An educator from School E remarked that: *“All the plans on the implementation of the IQMS in the school are made by the principal at the top and educators were required to conform to the plans of the principal without question. In this there is little or no communication to implement the IQMS successfully. The SMT is unable to inform educators on how the IQMS needs to be implemented in order to ensure the successful the implementation of the IQMS in the school”*. An educator of School A stated that, *“the structure of the school, allows the principal to select the information from the DoE and impose decisions the implementation of the IQMS upon educators without consulting with them. This tendency tends to stifle the flow of information in the school which disempowers educators to implement the IQMS successfully. I believe that when educators participate in decision-making process the problems on the implementation of the IQMS can be amicably resolved by the SMT and educators”*. An educator of School D stated that, *“the SMT members in the school are not always ready and accessible to give educators feedback on their strengths and weaknesses in respect of the implementation of the IQMS. The principal of this school is only accessible and visible when there is a crisis in the implementation of the IQMS. This behaviour by the SMT disempowers educators to implement the IQMS successfully. It is impossible for educators to implement the IQMS successfully without good working relationships created by communication”*. An educator of School C stated that, *“the SMT in the school encourages educators to work in isolation and unfortunately educators are unable to communicate with one another to implement the IQMS effectively. At the staff meetings educators in the school keep quiet because the principal dominates the meetings and the principal feel offended by the educators who*

*talk too much. To make the situation of poor relationships between the SMT and educators worse, there are communication channels that are made available for educators to express their view points about in the implementation of the IQMS”.*

The responses show that educators want to communicate directly with the SMTs in these schools in order to participate in the implementation of the IQMS. In response to the comments made by the educators, the SMTs in these schools also presented their views. The principal from School D said that, *“I sometimes instruct educators on how the implementation of the IQMS needs to be done because it is not always possible to have meetings with educators to communicate the information on the implementation of the IQMS owing to time constraints and demands of work in the school. The principal from School C stated that, “it is my right to release information selectively to ensure that the confidential information is not divulged to irresponsible educators who may misuse the information against me”.*

The responses of the participants illustrate that the two-way or lateral communication system was absent in secondary schools in Kathorus area. Instead, the principals in these schools employed a one-sided or downward communication system.

#### **4.2.3.4 Absence of conflict management**

It appeared that the conflict management in secondary schools in the Kathorus area was absent. An educator from School C remarked: *“the SMT in the school excludes the members of the SDTs from chairing meetings of panels which disempowers educators to implement the IQMS effectively. The exclusion of educators from the chairing meetings creates conflicts among educators because some members of the SMT take sides and favour certain educators”.* An educator from School D stated that, *“the exclusion of educators from the chairing meetings shows the SMT lacks trust and confidence in the SDTs disempowers educators to implement the IQMS in the school”.* An educator from School A explained that: *“the dissatisfaction of educators about the management of the SMT has made educators reluctant to be committed to the implementation of the IQMS in the school. The lack of commitment and enthusiasm among educators disempowers them to implement the IQMS effectively in the school*

*and in this way the SMT lacks the respect for educators”*. An educator from School E commented that, *“the lack of a relationship of trust in educators shows that the SMTs is just managing one of the resources that is, a human resource in the school to which the SMTs have little or no sense of care and empathy. Therefore, it is impossible for educators in this school to implement the IQMS successfully”*. An educator in School C stated that, *“owing to the constrained relationship between the SMT and educators in the school, I feel lost and my sense of belonging and morale are affected adversely. It is not easy for educators to implement the IQMS successfully without good relationships because members of the SMT and educators do not talk to one another openly”*.

The views of the educators show that there are conflicts between educators and SMTs implement the IQMS effectively in these schools. However, the SMTs in these schools interpreted the views of the educators differently. The principal from School C commented that *“the SMT cannot always divulge the information to educators for the simple reason that the SMT needs to take control, of the situation in the school in order to implement the IQMS effectively. When educators realise that the SMT is in control educators get upset because they want to do as they wish”*. The principal from School B supported this view saying that, *“since the democratic election in 1994 in the country, it has become difficult to maintain the positive relationship between educators and SMTs. When the SMT is reprimanding educators for not carrying out the instructions of the SMT and when educators are reprimanded for poor performance, educators are quick to use human rights as a shield to hide behind for failing to be answerable for their actions. This behaviour of educators cannot be tolerated in the school irrespective whether it causes conflicts between the SMTs and educators”*. The principal from School A stated that, *“the problem in the school is that educators who belong to the unions want to dominate the SMT and they do not want to accept the blame for the ineffective implementation of the IQMS. This situation often results in unhealthy conflicts between educators and SMTs”*.

The responses of the participants show the conflict resolution management is absent in these schools. For this reason, the SMTs in these schools need to ensure that a close professional relationship between the SMTs and educators is built which will result in

the successful implementation of the IQMS. The conviction in this inquiry is that the professional relationship is characterised by being trusting and trustworthy, respectful, empathic and willing to be a team player. It is in this context that the positive and professional relationship between the SMTs and educators needs to be maintained in order to implement the IQMS successfully. However, the positive and professional relationship between the SMTs and educators needs to be supported by the team-based reward system in these schools.

#### **4.2.3.5 Lack of team-based incentives and reward system**

In a team-based organisation, educators who commit themselves to attain goals of the organisation, are given rewards and incentives to motivate them to work even harder. Motivation is a process that arouses, directs, and sustains goal-directed behaviour, which is related to a person's needs, learning, performance and rewards (cf. 2.2.14 and 2.2.8.1). However, it appears that there is a lack of team-based incentives and a reward system in secondary schools in the Kathorus area. An educator from School B commented that: *“the principal has the tendency to give rewards and incentives to certain individual educators and exclude other team members who performed the same task. The exclusion of other team members for rewards and incentives creates conflicts and promotes competition among team members which disempowers the team members to carry out the IQMS effectively”*. An educator from School A stated that, *“all members of a team or teams want to be treated in the same manner for successfully carrying out the same task”*. Another educator of School E said that, *“I think that the principal in the school lacks the skills to promote teamwork and a team spirit among educator teams for the work which is well done by members of the team or teams”*.

These responses by educators show clearly that all members of educator teams are unhappy about how incentives and rewards are managed in these schools. Contrary to these views, the SMTs in these schools have different opinions of how the rewards and incentives systems are managed in an effort motivate them to implement the IQMS successfully. The principal of School D remarked: *“it is unacceptable to give rewards and incentives to all members of a team for the task which was performed well because not all team members exert themselves to complete the task in exactly the same manner”*. The principal of School of C commented that: *“educators need to be made*

*aware that rewards and incentives cannot be given to those educators who try to drag down other educators when they implement the IQMS successfully in the school". The principal of School of E stated that: "I prefer to give rewards and give incentives to the individual members of a team rather than all team members. It is essential to encourage those educators who enhance their individual talents and potential in order to implement the IQMS successfully".*

It is clear from these responses that the team-based incentives and reward system were lacking in these schools. Rather the focus was placed on individual incentives and reward system. However, the reality is that teams of any type require a team-based reward system to empower and support them to continue achieving the goals of the organisation (cf. 2.2.11.3). Therefore, the rewards and incentives that are given exclusively to certain individual team members rather than all team members for the team effort, are viewed as undermining the team effort of other SMWTs in a team-based organisation. Thus, the rewards and incentives in a team-based organisation in which SMWTs function are given to all team members for the task which is well done, irrespective of the degree of performance by the different members in SMWTs.

This discussion suggests that the team-based reward system rather than the individual reward system needs to be used for the educator teams in these schools in order to empower these teams to implement the IQMS successfully.

For the effective team-based reward system to take place in these schools, it needs to be supported by a team building programmes.

#### **4.2.3.6 Absence of team building programmes**

It appeared that the team building programmes were absent to empower the educator teams in the secondary schools at the Kathorus area. Team building is a process of empowering teams to become more effective in accomplishing their tasks. The purpose of building sessions is to fuse individuals into a cohesive unit in which every team member involved, pulls together to ensure the effectiveness of the team as a whole (cf. 2.2.11.5). An educator of School B remarked: *"the SMT does not provide educators with the opportunity to set goals for implementing the IQMS successfully. Every*

*member of the educator teams needs to pull together with other team members in an effort towards implementing the IQMS effectively. However, if there is no team building programmes in the schools these activities cannot take place". An educator of School E expressed similar views by stating that, "opportunities are required in our school to allow educators to reflect on their actions that are related to the implementation of the IQMS.*

The responses of the educators in these schools suggest that they want to work together as teams who are committed to implementing the IQMS successfully. Contrary, to these views the principals in these schools view the team building programmes in a different light. The principal of School D remarked: *"most educators in the school are not willing to work in teams because of their subject specialisation. Educators want to expand their in-depth knowledge and skills in their field of specialisation in order to contribute meaningfully to the implementation of the IQMS"*. The principal of School C said that, *"it is essential to encourage educators to enhance their individual talents and potential in order to implement the IQMS successfully"*.

These responses of the participants show that the team building programmes are absent to empower the educator teams to implement the IQMS in the secondary schools at the Kathorus area. However, it is important for the principals in these schools to be aware that they do not stifle the team learning of educators in these schools in an effort to empower educators to implement the IQMS effectively. Instead, the talents of the individual educators are enhanced because of the debates and dialogues that often take place in team learning (cf. 2.2.15.3). It is also essential for the principals in these schools to realise that educators need to collaborate and cooperate in order to implement the IQMS in these schools effectively.

#### **4.2.3.7 Lack of coordination**

It appeared that the hierarchical structure of the secondary schools in the Kathorus area in which educator teams function, does not allow the effective coordination of their activities in order to implement the IQMS effectively. The hierarchical structure, is a structure characterised by many levels of authority and in this structure authority resides with the principal who is the top of the school structure (cf. 1.1 and 2.2.14).

This structure only allows the principals in these schools to control the coordination of the activities with regard to the implementation of the IQMS.

An educator of School D expressed the view that, *“the SDT members in the school are not involved in the checking of the correctness of the actual assessment. Instead, it is the principal who is involved in the checking of the unreasonable deviations by the evaluators of the panel”*. Another educator from School B supported the view that, *“the records and scores are kept and controlled by the principal and members of the SDT not allowed to scrutinise the documentation of educators who have been assessed by the panel to ensure that there is correction between scores and areas of strength and weaknesses”*. An educator from School E stated that *“the SDTs who represent educators in management should be included in the coordination of the activities of educators to implement the IQMS in order to achieve the effective implementation of the IQMS in the school. It is impossible for the SDTs to integrate the activities of educator teams and implement the IQMS effectively without the members of the SDT being directly involved in the coordination of these activities”*.

The responses of these educators, show that the exclusion of the SDTs in coordinating the activities of educators in these schools disempowers educators and prevents them from implementing the IQMS successfully. In response to the comments made by the educators, principals in these schools had their own reservations about the involvement of the SDTs to coordinate the activities of educator teams. The principal of School of B remarked: *“it is difficult to involve the SDTs to coordinate the activities of educator teams because the SDTs were never trained to do so and they lack the experience to coordinate the activities of teams in the school”*. The principal of School of C captured the essence of this viewpoint saying that, *“the coordination of the activities of educators to implement the IQMS is the managerial responsibility of the principal in the school. If the coordination of the activities of educators to implement the IQMS is too much for the principal, has the right to co-opt some of the SMT members who have the necessary experience to effectively implement the IQMS in the school”*.

For the SDTs and principals to be able to coordinate the activities of educator teams effectively successfully implement the IQMS in these schools, they need to adopt the collegial and participatory management approaches.

#### 4.2.4 Professional development of educators

##### 4.2.4.1 Dissatisfaction with the Developmental Appraisal System (DAS), Performance Management System (PMS) and Whole School Evaluation (WSE)

It appeared that educators in secondary schools of Kathorus area were dissatisfied with the lack of knowledge and motivation of the DA, PM and WSE. The DA, PM and WSE are programmes that form the IQMS which is designed to promote professional development for school-based educators. Motivation is a process that arouses, directs, and sustains goal-directed behaviour, which is related to a person's needs, learning, performance and rewards (cf. 2.2.8.1). An educator from School D remarked: *I real do not know how to put it strongly that educators are not certain of how an educator's performance is judged because the terms such as appraisal, evaluation, and measurement which are used to judge educator's performance are confusing educators. I think, appraisal, evaluation, and measurement mean different things to different people and they lack the same interpretation. The lack of the same interpretation of these concepts has made educators to develop the negative attitude towards being appraised. The DoE also does not provide educators with training programmes to support educators to understand and interpret the appraisal, evaluation, and measurement correctly in order to implement the IQMS effectively*".

An educator from School C stated that: *"it is surprising that the DoE is attempting to change the work performance of educators by using a range of instruments consisting of the DAS, PMS, and WSE. The work performance of educators may not be changed by using rules and controls. The change of work performance of educators needs to come from within educators themselves rather than being forced to do so"*. Another educator of School C remarked: *"educators think that the DAS is unnecessary since it degrades their integrity, reputation and status as education professionals. Educators think they are responsible enough to perform their responsibilities as professionals without being monitored by the DoE and SMTs"*.

It is clear from these responses that the work performance of educators may not be changed by using rules and controls of the DoE. Rather the work performance of educators may be changed by increasing the capacity of educators. The work

performance of educators may also be changed by educators themselves depending on the motivation which they get from the DoE and the schools in which they work.

It also appeared that educators in these schools were unhappy with the way performance measurement (PM) was managed by the principals in these schools. An educator of School A remarked: *“the PM is resisted by educators because the principal is the only one who has the final word on the pay progression of an educator without the involvement of the educator who is affected by the pay progression”*. Another educator of School B said that, *“the handling of the PM is causing conflict in the schools between the educators and the principal because of the favouritism practised by the principal. The principal often recommends certain educators favoured by him for pay progression, while those educators are who not favoured by the principal do not get the same treatment”*.

The responses of the educators illustrate that educators in these schools were unhappy the way PM was managed by the principals in these schools. The principals in these schools make decisions on their own on the pay progression of the individual educators without the educators' involvement. Thus, the principals in these schools need to involve the affected educators in deciding pay progression in order to implement the IQMS successfully.

#### **4.2.4.2 Absence of staff development programmes**

It appears that the staff development programmes which are meant to empower educators to implement the IQMS effectively are absent. Staff development is the process that enables staff to acquire the academic and professional knowledge to carry out their jobs (cf. 2.2.16). An educator of School E remarked: *“the SMT did not organise the staff development programmes in the school to empower the staff members to implement the IQMS effectively. Staff members in the school must be provided with a variety of ways to increase their academic knowledge and professional development to implement the IQMS successfully”*. An educator of School E stated that *“the exchange of ideas and views by educators among themselves support educators academically and professionally to implement the IQMS effectively. Staff development programmes assists educators to gain self-understanding from the feedback of other*

*members of the group*". An educator of School D remarked: *"I think the staff development programmes in the school create an opportunity for dialogue in which educators reflect on what progress they have made on the implementation of the IQMS in the school and reflect on the areas that need improvement. Staff development programmes provide educators with the opportunity to influence and understand other staff members on how they think and understand the implementation of the IQMS in the school"*. An educator of School A confirmed the view: *"the setting in which in-service training, workshops and other forms of staff development programmes in the school are critically important to empower educators to implement the IQMS successfully"*. An educator of School B stated that, *"I believe that if educators were involved in the decision-making process these educators would have organised the staff development programmes to empower the staff members to implement the IQMS effectively"*. The principal of School D remarked: *"Ahh...the DoE does not provide members of the SMT with training to develop the staff development programmes. So, members of the SMT use the trial and error method and their own experience to develop educators in the school. Hmm...it is important to admit that I also do not have sufficient skills and knowledge to develop the staff development programmes for educators and I only rely on my experience"*.

These comments illustrate that the staff development programmes to empower educators to implement the IQMS effectively were absent in these schools. Educators in these schools require the staff development programmes to increase their academic knowledge and professional development in order to implement the IQMS successfully. It is in this context that the SMTs be made aware that the staff development programmes are a prerequisite to empower educators to implement the IQMS successfully.

#### 4.3 SUMMARY

This chapter has focused on the perceptions of the participants around empowering educator teams in secondary schools of the Kathorus area to implement the IQMS successfully.

The themes of the study included the Implementation of IQMS in a team-based organisation; management and leadership; empowerment of teams; and professional development of educators. In the implementation of IQMS in a team-based organisation the findings were that there no was consultation and direct involvement all stakeholders in the advocacy of the IQMS at government level, instead, only the union that participated in the advocacy of the IQMS were consulted and there was a lack of effective training. Under the theme of management and leadership the findings were that there was a lack of collaboration and collegiality and a shared vision. The findings on the theme of the empowerment of teams were that the horizontal structure of a team-based organisation was absent and that the collective accountability was lacking. In this theme the findings were also that the lateral or two-way communication system was absent and that there was a lack of conflict resolution management and team-based incentives and a reward system. In this theme the findings there was also an absence of the coordination of the activities of educators to implement the IQMS. The findings on the theme of the professional development of educators that were educators were dissatisfied about the DAS, PMS and WSE and that staff development programmes were absent.

The next chapter presents the summary, conclusions and recommendations of the entire thesis.

## CHAPTER FIVE

### SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUDING REMARKS

#### 5.1 INTRODUCTION

One of the major aims of the new democratic government in the education system in South Africa was to ensure the professional development for school-based educators and school effectiveness. This purpose is evident in the introduction of a new policy called the IQMS in 2003 by the Education Labour Relations Council (ELRC) (2003) in schools. However, this aim was not achieved since educator teams in secondary schools of the Kathorus area, lack formal decision-making authority to make decisions on how to implement the IQMS successfully. These teams lack the formalised horizontal structure that empowers them to decentralise decision-making authority among educator teams at all levels of the school. The educator teams also lack a horizontal structure that provides a lateral communication system in which team members communicate directly with one another in order to implement the IQMS effectively. The educator teams did not receive effective training on the implementation of the IQMS from the DoE and also did not have the regular training programmes in their schools to implement the IQMS successfully. These teams lacked the support of the unions to implement the IQMS.

In addressing the above issues, the empowerment of the educator teams to implement the IQMS successfully in these schools is viewed as crucial in this study. For this reason, the inquiry throughout is concerned with the empowerment of educator teams to implement the IQMS effectively in these schools.

This chapter presents a summary which is followed by the conclusions and discussions in determining the findings of the inquiry. Subsequent to the conclusions and findings the recommendations on each of the findings are provided. The second section of the recommendations discusses the topics for further research in key areas of empowerment. Finally, the concluding remarks are presented in which this chapter

demonstrates how the research questions have been answered and the aims of the study have been achieved.

## 5.2 SUMMARY

Educator teams in secondary schools of the Kathorus area, lacked the formal decision-making authority to make decisions on how to implement the IQMS successfully. These teams lacked the formalised horizontal structure that empowered them to decentralise decision-making authority among educator teams at all levels of the school and provided a lateral communication system in which members of teams communicated directly with one another in an organisation. The educator teams did not receive effective training on the implementation of the IQMS from the Department of Education (DoE) and the DoE did not provide these teams with regular training programmes in their schools to implement the IQMS successfully. Consequently, educator teams were frustrated, showed feelings of hopelessness, despair, and apathy, and a lack of commitment to their profession. The general aim of the study was to determine how educator teams can be empowered to implement the IQMS in secondary schools successfully.

In order to investigate the empowerment of educator teams to implement the IQMS successfully in these schools, the specific objectives were to:

- explore the meaning of empowerment and determine the implications of empowerment in implementing the IQMS.
- determine the perceptions of educators and SMTs on empowering educator teams to successfully implement the IQMS in secondary schools.

The study introduced the problem of this inquiry and presented the background of the research problem which was associated with the failure to successfully implement the IQMS in schools and the lack of authority of educator teams to implement the IQMS effectively. The problem statement, research questions and specific sub-research questions, the aims and objectives of the study and the research methodology (including the qualitative research method, the ethnographic design, purposive sampling, the

research tools, the clarification of concepts, issues of trustworthiness, data analysis and interpretation), ethical considerations and the significance of the study were discussed.

A literature review was undertaken with the aim of evaluating the existing knowledge on the field of empowering educator teams in implementing the IQMS in schools. The inquiry examined the various theories and models to determine how educator teams can be empowered to implement the IQMS in secondary schools successfully. The views of the different researchers in the literature review which covered the empowerment on teams were synthesised by the author of the study into an integrated concept with the aim of empowering educator teams these schools to implement the IQMS successfully. Using the literature, a theoretical framework was developed for this inquiry.

The research design and methodology which included the qualitative research method, ethnographic design, purposive sampling, and research tools (interviews, observation, and document analysis techniques for data collection) was discussed. The methods of data collection of the inquiry were clearly outlined. Using the ethnographic design, the study aimed to determine how educator teams could be empowered to implement the IQMS successfully in these schools. The role of the researcher, ethical considerations, and the trustworthiness of the study were also discussed.

The analysis and interpretation of data which included the themes and sub-themes that emerged from the data on the perceptions of educators and SMTs on the empowerment of educator teams to implement the IQMS successfully in secondary schools in the Kathorus area formed a nucleus of this study. The empirical research findings on the perceptions of educators and SMTs were illuminated. The findings were gained through the analysis and interpretation of data that emerged from the perceptions of educators and SMTs on the empowerment of educator teams. A summary of the study and a list of recommendations on how educator teams can be empowered to implement the IQMS effectively were also provided. The topics for further research on the empowerment of educator teams for implementing the IQMS in these schools successfully were presented.

### **5.3 FINDINGS**

Based on the literature review, interviews and observations the findings of the inquiry were as follows:

#### **FINDING 1**

The participants were of the opinion that the failure of the secondary schools in the Kathorus area, originated from the fact that the DoE did not consult the educators including the SMTs when the implementation of the IQMS was advocated. Instead, the DoE only consulted the unions and thereafter, released the information to media. The participants considered the unions as not representing all the stakeholders.

#### **FINDING 2**

The participants in secondary schools of the Kathorus area were of the opinion that they were not fully acquainted with the process of implementing the IQMS successfully since the DoE did not involve them at the government level in the formulation of a shared vision for the implementation of the IQMS in schools. The participants were of the view that the lack of a common understanding of the vision for the implementation of the IQMS between the participants and the DoE disempowered them as the participants to implement the IQMS in schools effectively. The participants also considered the lack of training and team building programmes on the vision as disempowering them from developing a common goal on the implementation of the IQMS.

#### **FINDING 3**

The participants were of the opinion that the DoE did not provide educators with effective training to implement the IQMS. The participants considered the training provided by the GDE as disempowering since the GDE used the cascading model which did not involve all the participants in the training. The participants who attended the training session were required to train other educators who did not attend the training. The respondents were the opinion that information acquired from the

training can get distorted during the process of changing the presenters and thereby weaken the training's intended outcomes

#### **FINDING 4**

Educators in secondary schools in the Kathorus area, considered the hierarchical structure of these schools as disempowering the SDTs to implement the IQMS successfully. The SDTs lacked authority to make in the hierarchical structure and authority was in the hands of the principal. Educators were of the opinion that owing to the lack of authority the SDTs, were unable to assist educators in the actual assessment of the educator' performance. The SDTs were also disempowered to coordinate the activities of the educators in which the DSGs conduct the observations in the classrooms. Educators considered the control of the coordination of the activities of educators by the principal the case of the “contrived collegiality” in which the principal imposed certain extra management responsibilities upon the SDTs in the name of collaboration which in reality did not exist because the SDTs were not involved in the coordination of the activities of educators to implement the IQMS.

#### **FINDING 5**

To educators the use of the “top-down” and “control” approach by the SMTs in the secondary schools of the Kathorus area rather than the collegial and participatory management approaches, disempowered educators in these schools from implementing the IQMS effectively. The educators considered the top-down and control approach employed by the SMTs to be characterised by too many policies, procedures and rules and controls which disempowered educators from implementing the IQMS successfully. To educators the collegial and participatory management approaches were important to empower educators to implement the IQMS effectively since, it was felt, these approaches provide educators with a right to participate in decision-making processes.

## **FINDING 6**

The educators are of the opinion that the lack of the collective accountability in secondary schools in the Kathorus area, disempowered educators from implementing the IQMS successfully. To educators the educator teams need to be held collectively or jointly accountable for the implementation of IQMS rather than for the principals to be solely accountable for the implementation of IQMS in these schools. However, the principals considered it to be illegal for a principal in a public school to delegate the accountability to educators for the implementation of IQMS.

## **FINDING 7**

Educators in the secondary schools in the Kathorus area considered the lack of team-based incentives and a reward system as disempowering them from implementing the IQMS effectively in these schools. Educators were of the opinion that the principals in these schools had a tendency of giving individual-based incentives and rewards to educator teams which lacks the ability to promote the team spirit and teamwork among educators in order to implement the IQMS successfully. Educators in these schools considered the individual-based incentives and reward system as creating conflicts and unhealthy competition among educator teams which disempowered these teams from implementing the IQMS effectively.

## **FINDING 8**

Educators in secondary schools of the Kathorus area are of the opinion that the lack of understanding fully the concepts such as appraisal, evaluation, and measurement which are used in their schools for judging educator's performance is disempowering them from implementing the IQMS effectively. Educators also considered the lack of the full knowledge of the DA, PM and WSE programmes which form since the IQMS, as disempowering since DoE does not provide educators with the necessary training programmes to assist educators in understanding DA, PM and WSE programmes in order to implement the IQMS successfully.

The findings of the study provided the basis for the recommendations.

## **5.4 RECOMMENDATIONS**

The main aim of the study was to determine how educator teams can be empowered to implement the IQMS in secondary schools of the Kathorus area successfully. In this section, recommendations on how educator teams can be empowered to implement the IQMS effectively are presented. The recommendations are provided on each of the findings and these findings are made on the basis of observations, interviews and document analysis of the study. In the second section of the discussion the topics for further research in the empowerment of educators to implement the IQMS successfully are provided. The findings of this inquiry are now incorporated in the following recommendations.

### **RECOMMENDATION 1**

The Department of Education (DoE) should convene a meeting which includes all the stakeholders (inside and outside the government) in which the DoE advocates the implementation of the IQMS in schools. The meeting with all the stakeholders should take place before the information is disclosed to the media. The DoE should not consult only the unions since the unions do not represent all the stakeholders.

### **RECOMMENDATION 2**

Before the IQMS is implemented in schools, the DoE should convene a meeting in which the DoE and participants reach an agreement on the vision for the implementation of the IQMS. The DoE should make sure that from the outset, the vision for the implementation of the IQMS is clearly communicated, understood and be accepted by all stakeholders. The DoE should be aware that the acceptance of the vision by all stakeholders is crucial for implementing the IQMS successfully. The DoE should also provide the participants with the training and team building programmes which will support the participants on a continuous basis to improve the shared vision and solve the problems which may prevent the participants from the understanding of the shared vision for the effective implementation of the IQMS.

### **RECOMMENDATION 3**

The DoE should provide the participants with the effective training in order to implement the IQMS successfully. To ensure effective training takes place, members of the stakeholder groups must be selected from both inside and outside the government. The training must be based on a holistic model which includes all the participants rather than the cascading model which involves only the few participants in the training. The DoE should make sure that sufficient training materials are available and funds allocated are used efficiently and the period for should be long enough to allow the participants to put into practice what they have learned from the training.

### **RECOMMENDATION 4**

The SDT should be responsible for the implementation of the IQMS at the school level. The SDT should work closely with the SMTs and should ensure that all educators in their school are familiar with the actual assessment of the educator performance. The principal in a school should empower the SDTs with formal authority to convene staff meetings and meetings for moderators such as DSGs in which the SDTs explain and give guidelines to educators and moderators to have common understanding on how to use the criteria and Performance Standards in an effort to ensure consistent and correctness in the actual assessment of the educator performance. The SDTs and SMTs should give educators regular feedback on their performance.

### **RECOMMENDATION 5**

The principal a school should delegate the SDT with authority to coordinate the activities of the educators. The SDT should convene a meeting with DSG in which the observations are conducted and what functions should be performed by the panels under the HoDs. The evaluators should be empowered to ensure that there is correction between scores and areas of strength and weaknesses. All educators' scores should be moderated in order to avoid the inflating of the ranking scores. The evaluator concerned should give justification if there are any deviations. The SDT

should facilitate the two-way or open communication between members of the panels or evaluators and educators through the dialogue and build cordial relationships evaluators and educators based on respect, honesty, openness and trust. The SDT should be given authority to organise training for educators to implement the IQMS successfully.

#### **RECOMMENDATION 6**

The SMTs in secondary schools in the Kathorus area, should empower employ the collegial and participatory management approaches rather than the top-down and control approach. To ensure the collegial and participatory management approaches the SMTs should allow and motivate educators to participate in staff meetings in which agreements are reached by consensus. Educators should be encouraged to work in collaboration and in teams rather than working in isolation. Educators should be willing to share information and resources with their colleagues in order to implement the IQMS effectively.

#### **RECOMMENDATION 7**

The principals in these schools should move away from the tendency of giving the individual-based incentives and rewards to team-based incentives and a reward system in an effort to empower educator teams to implement the IQMS successfully. The principals should be aware that the exclusion of the certain team members from the incentives and rewards who carried the same task, disempower the affected educator teams from implementing the IQMS effectively. Thus, the principals in these schools should use the team-based incentives and reward system to promote the team spirit and teamwork among educator teams in order to implement the IQMS successfully.

#### **RECOMMENDATION 8**

Before the appraisal, evaluation, and measurement are implemented for the judgement of educator's performance as well as before the DA, PM and WSE programmes are designed, the DoE should convene a meeting in which the DoE and participants discuss the appraisal, evaluation, and measurement and the DA, PM and WSE

programmes. Subsequent to the meeting which focused on these concepts and programmes the DoE should also provide the participants with the training to ensure that these concepts and programmes are fully understood by the participants in order to implement the IQMS successfully.

## 5.5 TOPICS FOR FURTHER RESEARCH

Researchers should be encouraged to conduct research on the following topics which this inquiry could not cover. These topics are:

- What practical processes and strategies can a principal employ to transform the school from being bureaucratic and hierarchical into a team-based organisation characterised by the horizontal structure?
- What role can a school principal play to influence the DoE to empower educator teams in schools with the formal decision-making authority among?

## 5.6 CONCLUDING REMARKS

The research question asked “How could educator teams be empowered to implement the IQMS in secondary schools successfully?” has been answered in the study. The inquiry illustrated with necessary evidence, that educator teams cannot implement the IQMS successfully in secondary schools in the Kathorus area. This is, unless these teams are empowered as SMWTs in a team-based organisation. SMWTs are empowered with formal authority and management responsibilities to determine how to perform their responsibilities and these teams have the autonomy to decide how to achieve, goals of an organisation. SMWTs function as core building blocks or units in a formal horizontal structure of a team-based organisation which decentralises decision-making authority among team members at all levels of the organisation and provides a lateral communication system in which members of teams communicate directly with one another in an organisation (cf. 1.1 and 2.2.1.1).

For these reasons, the study showed how the educator teams in these schools could be empowered with the formal authority and management responsibilities to function

within a formal horizontal structure of a team-based organisation to empower these teams to implement the IQMS successfully. The inquiry demonstrated that educator teams can implement the IQMS successfully when they characterised by the features which include clear purpose and roles; authority to make decisions; shared responsibility and accountability; an open communication system; interdependence and cohesiveness; coordination of team activities and shared leadership.

The research study illustrated how the SMTs in these schools could empower the educator teams to implement the IQMS successfully with the collegial and participatory management approaches which emphasise that educators have a right to participate in decision-making. The inquiry showed the SMTs in these schools that the collegial and participatory approaches, not only provide the educator teams with the right to participate in decision-making, but, they also empower the educator teams with a shared vision to implement the IQMS successfully which is central in these approaches (cf. 1.1 and 2.2.5). The research study demonstrated how the SMTs could integrate the collegial and participatory management approaches with Ubuntu philosophy and African style of leadership since Ubuntu philosophy and African style of leadership have the similarities as collegial management approaches which are evident in Ubuntu values such as sharing cooperation and solidarity. These similarities are also manifested in the participatory and consultative nature of the African style of leadership which are evident in the practices of holding of “lekgotla” or iimbizo meetings.

The findings in respect of how the educator teams in these schools can be empowered to implement the IQMS successfully and the recommendations as well as the topics for further research in the empowerment of educators to implement the IQMS effectively were provided were also provided to empower these teams to implement the IQMS effectively.

More importantly, the study makes a profound contribution to the field of education management, by providing knowledge on teams in a South African context, especially among the previously disadvantaged communities by identifying the two “gaps” in knowledge. Firstly, there is a gap between the principal and educator teams resulting from the lack of formal authority. The principal has the legal authority to implement the

IQMS whereas educator teams lacked the authority to do so. The closure of this gap is to influence the principal to empower educator teams with formal authority to implement the IQMS successfully. For the principal to be successful in decentralising authority among educator teams, the principal needs to be a member of the teams in one setting, while he or she is managing the school in another setting. Secondly, this study has also identified the “gap” in the lack of application of Ubuntu philosophy in schools. The closure of this gap is to apply Ubuntu philosophy in schools and empower the principals to a level of both team leaders and transformational leaders in order to use the African perspective style of management and leadership guided by the principles and values (collaboration, teamwork, and caring) of Ubuntu philosophy (cf. 1.8).

For these reasons, the researcher trusts that in this thesis he has contributed towards fulfilling a major need in secondary schools in the Kathorus area and perhaps, elsewhere in the country by providing the closure of the two identified gaps in the study.



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## APPENDIX A1

### QUESTIONS FOR THE PRINCIPALS

The following questions were used as a guide only and they were not to be followed rigidly:

- How did the Department of Education (DoE) conduct the advocacy of the implementation of the IQMS?
- What is your opinion on the union participation in the design of the IQMS?
- What support did the DoE provide for educators and SMTs to understand the process of IQMS?
- How is the training provided by the DoE for implementing the IQMS successfully?
- What management approaches do you employ for educator teams to implement the IQMS effectively?
- What is the vision for the implementation of the IQMS?
- What authority do you delegate to SDTs for the successful implementation of the IQMS?
- How do you hold members of the educator teams accountable for the implementation of the IQMS?
- How do you reward and give incentives to educator teams who succeeded to implement the IQMS successfully?
- What communication system do you use for educator teams to implement the IQMS successfully?
- How do you manage conflict in your school?
- What programmes do you use for the development of educator teams?
- How do you coordinate the activities of educator teams?
- What is the perception of educators towards DAS, PM and WSE?

## APPENDIX A2

### QUESTIONS FOR THE FOCUS GROUP

The following questions were used as a guide only and they were not to be followed rigidly:

- How did the Department of Education (DoE) conduct the advocacy of the implementation of the IQMS?
- What is your opinion on the union participation in the design of the IQMS?
- What support did the DoE provide for educators to understand the process of IQMS?
- How is the training provided by the DoE for implementing the IQMS successfully?
- What management and leadership approaches that are commonly employed by the SMTs for the effective implementation of the IQMS?
- What is the vision for the implementation of the IQMS?
- How does the school structure or organogram impacts on the successful implementation of the IQMS?
- What authority do educators have to implement the IQMS in your school?
- How educators are held accountable for the effective implementation of the IQMS by the SMT?
- What communication system is employed by the SMT for the successful implementation of the IQMS in your school?
- How conflict is managed in your school?
- How educators are rewarded for the successful the implementation of the IQMS?
- How activities of educators are coordinated for the effective implementation of the IQMS?
- What are the perceptions of educators on the DAS, PM and WSE?
- What programmes are employed by the SMTs for the development of educators to implement the IQMS successfully?

## APPENDIX B1

INTERVIEWS WITH THE INDIVIDUAL PRINCIPALS WERE CLUSTERED ACCORDING TO QUESTIONS.

### KEY

Transcript of interview

R: Researcher

P: Participant

In each interview session, the researcher introduced himself to the informants and presented the topic to the participants and briefly outlined the purpose of the interview. After the interview the session, the researcher thanked the respondents for their participation in the interview.

R. Let us talk about the implementation of the Integrated Quality Management System (IQMS). OK, can we start?

R. *How did the Department of Education (DoE) conduct the advocacy of the implementation of the IQMS?*

P: Principal of School of A: Ahh...laugh...laugh...the advocacy of the IQMS by the DoE, has been a bumpy journey. I first learned from the media that the IQMS was to be launched before I was consulted.

P: Principal of School E: the stakeholders in education were kept in darkness about the plans of the advocacy of the implementation of the IQMS. The DoE decided to finalise all the plans for the advocacy with the unions without the involvement of the other stakeholders.

P: Principal of School of C: You see for the successful implementation of the IQMS in schools the DoE has to involve and listen to all stakeholders for what they to have say. Oh, yes, the DoE got to trust that all stakeholders are capable to do the right things.

P: Principal from School D: Oh, yes, I think the DoE was supposed to consult all the stakeholders in education in its advocacy of the implementation of the IQMS in schools, especially the vast majority of educators who are supposed to carry out the IQMS policy at the school level.

P: Principal School B: Ahh...the DoE cannot just coerce educators to implement the IQMS policy without their agreement. Therefore, the DoE needs to motivate educators to accept the implementation of the IQMS in schools.

R: *What is your opinion on the union participation in the design of the IQMS?*

P: Principal of School A: the unions are not helpful to motivate educators to implement the IQMS effectively, except to instigate educators to turn against the SMTs when there are crises in schools related to the implementation of the IQMS.

P: Principal from school C: the unions contract themselves because they accepted the Education Labour Relations Council which introduced the IQMS in 2003.

P: Principal of School E: The instigation of educators by the unions against the SMTs will not empower educators to implement the IQMS successfully and instead, it will disempower educators to perform their responsibilities effectively.

R: *What support did the DoE provide for educators and SMTs to understand the process of IQMS?*

P: Principal of School A: the DoE did not provide the SMTs with training in order to understand the process of the IQMS. Apparently, the DoE assumed that the SMTs will understand the process of the IQMS without training. Ahh, that is why it is practically impossible to implement the IQMS successfully in schools.

R: *How is the training provided by the DoE for implementing the IQMS successfully?*

P: Principal from School E: the training provided without the involvement of educators to determine the relevant needs for training cannot empower educators to implement the IQMS effectively. The effective training can only be attained

when the training needs are agreed upon by both educator teams and the GDE are clearly articulated before the actual training commences.

P: Principal from School A: the training provided by the GDE did not help both the SMT and educators since they did not make any difference on the implementation of the IQMS in the school after attending the training.

P: Principal from School B remarked: “it is critically important for the GDE to determine the exact set of expectations of the participants for the training to be presented in order to address the real issues that contribute to the ineffectiveness and inefficiency of the training provided for the implementation of the IQMS in schools”.

P: Principal from School D: educators learned very little from the training of the Department and it was just a waste of time.

P: Principal from School C remarked: the span of time provided by the GDE for training was exceptionally short to engage educators in the meaningful debates and reflection on the issues related to the implementation of the IQMS in schools.

P: Principal from School D remarked: during the training sessions there was a lack of communication between the trainers and the officials of the Department

R: *What management approaches do you employ for educator teams to implement the IQMS effectively?*

P: Principal from School C: as the head of the school, I have a right to employ any management approach which I feel is appropriate for the situation and nobody will prescribe to me how I must execute my leadership. I cannot delegate too much decision-making authority since educators will misuse it.

P: Principal from School D the sharing of information and supporting one another is not a solution for implementing the IQMS successfully.

P: Principal of School A: there is no educator in this school who wants to be dragged down by poor performing colleagues. My educators want to be judged on their merit. Thus, it is essential to encourage educators to work in isolation because a principal, you easily determine who is working and who is dodging from doing the work.

P: Principal from School B: the African style of leadership is too loose to make things happen in the school. It is impossible to have everyone accountable for the

implementation of the IQMS and one person must be held accountable for poor performance. Every educator should help himself and herself in order to implement the IQMS effectively because some educators are not performing as the school expects and they hide behind other educators.

R: *What is the vision for the implementation of the IQMS?*

P: Principal of School C: the implementation of the IQMS in schools came as a surprise to most the SMT members and educators since the DoE did not involve these stakeholders in the formulation of the vision for the implementation of the IQMS. It is also surprising that the DoE requires the SMTs and educators to implement the IQMS in which they were not part to its design. It is therefore, difficult for the SMTs and educators to identify with the vision that they not know.

P: Principal of School E: I real feel embarrassed to lead people without a vision because I am not sure of the direction to which we are heading. I think it is important for the DoE to share the vision of the implementation of the IQMS with all stakeholders not only a few stakeholders.

P: Principal of School B: there is a gap between vision of the DoE for implementing the IQMS and the practice in schools. It means the DoE knows the vision for the implementation of the IQMS and educators who are actually implementing the IQMS in schools do not know the vision for the implementation of the IQMS.

R: *What authority do you delegate to the SDTs for the successful implementation of the IQMS?*

P: Principal School C: delegating educators with formal authority will mean that I am abdicating my ultimate responsibility as the head of the school.

P: Principal of School E: the delegation of the SDTs with decision-making authority to implement the IQMS is not a simple matter because the SDTs are under-qualified and did not receive training on management responsibilities. The SDTs are unwilling to account for the management responsibilities outside their classrooms.

P: Principal from School B: the SDT create a role conflict among members of the SMT in the school. I am also not sure of what magnitude of the authority that needs to be delegate to the SDT.

P: Principal School B: The SDTs are unwilling to accept the extra the management responsibilities, they feel that you as a principal, you are pushing the “buck” onto them and yet, they are already overburdened by the IQMS work. At the same time, the SDT creates the role conflict among members of the SMT in the school. I am also not sure of what magnitude of the authority that needs to be delegate to the SDT.

P: Principal School D: You see delegating the SDTs with decision-making authority to implement the IQMS is not a simple matter.

P: Principal School C: The SDTs are under-qualified and did not receive training on management responsibilities. For example, I am not even sure of the magnitude of authority that I should be delegate to educators.

R: *How do you hold members of the educator teams accountable for the implementation of the IQMS?*

P: Principal of School B: The South African Schools Act provides that the principal of a public school is accountable for the professional management of the school under the authority of a provincial Head of Department (HoD). Therefore, in terms of this Act, it is illegal for a principal in a public school not to be accountable for the implementation of the IQMS the school.

P: Principal School E: Hmmm... letting (pause) accountability go is not easy because the DoE will charge the principal as being irresponsible to make things happen in the school.

P: Principal from School D: It is my primary responsibility to be accountable for the implementation of IQMS in the school as the head of the institution. When I am not accountable for the implementation of IQMS in the school, it would mean that I am not performing my responsibilities. Educators in the school are under-qualified and not responsible enough to be answerable for the implementation of the IQMS.

R: *How do you reward and give incentives to educator teams who succeeded to implement the IQMS successfully?*

P: Principal of School from C: educators need to be made aware that rewards and incentives cannot be given to those educators who try to drag down other educators when they implement the IQMS successfully in the school.

P: Principal of School D: it is unacceptable to give rewards and incentives to all members of a team for the task which was performed well because not all team members exert themselves to complete the task in exactly the same manner.

P: Principal of School E I prefer to give rewards and give incentives to the individual members of a team rather than all team members. It is essential to encourage those educators who enhance their individual talents and potential in order to implement the IQMS successfully.

R: *What communication system do you use for educator teams to implement the IQMS successfully?*

P: Principal from School D: I sometimes instruct educators on how the implementation of the IQMS needs to be done because it is not always possible to have meetings with educators to communicate the information on the implementation of the IQMS owing to time constraints and demands of work in the school.

P: Principal from School C: It is my right to release information selectively to ensure that the confidential information is not divulged to irresponsible educators who may misuse the information against me.

R: *How do you manage conflict in your school?*

P: Principal from School C: the SMT cannot always divulge the information to educators for the simple reason that the SMT needs to take control, of the situation in the school in order to implement the IQMS effectively. When educators realise that the SMT is in control educators get upset because they want to do as they wish.

P: Principal from School B: Since the democratic election in 1994 in the country, it has become difficult to maintain the positive relationship between educators and SMTs. When the SMT is reprimanding educators for not carrying out the instructions of the SMT and when educators are reprimanded for poor performance, educators are quick to use human rights as a shield to hide behind for failing to be answerable for

their actions. This behaviour of educators cannot be tolerated in the school irrespective whether it causes conflicts between the SMTs and educators.

P: Principal from School A: the problem in the school is that educators who belong to the unions want to dominate the SMT and they do not want to accept the blame for the ineffective implementation of the IQMS. This situation often results in unhealthy conflicts between educators and SMTs.

R: *What programmes do you use for the development of educator teams?*

P: Principal of School D remarked: Ahh...the DoE does not provide members of the SMT with training to develop the staff development programmes. So, members of the SMT use the trial and error method and their own experience to develop educators in the school. Hmm...it is important to admit that I also do not have sufficient skills and knowledge to develop the staff development programmes for educators and I only rely on my experience.

R: *How do you coordinate the activities of educator teams?*

P: Principal of School of B: it is difficult to involve the SDTs to coordinate the activities of educator teams because the SDTs were never trained to do so and they lack the experience to coordinate the activities of teams in the school.

P: Principal of School of C: the coordination of the activities of educators to implement the IQMS is the managerial responsibility of the principal in the school. If the coordination of the activities of educators to implement the IQMS is too much for the principal, has the right to co-opt some of the SMT members who have the necessary experience to effectively implement the IQMS in the school.

## APPENDIX B2

### INTERVIEWS WITH THE FOCUS GROUP INTERVIEW

#### KEY

Transcript of interview

(Translation of original transcript)

R: Researcher

P: Participant

In each interview session, the researcher introduced himself to the informants and presented the topic to the participants and briefly outlined the purpose of the interview. After the interview the session, the researcher thanked the respondents for their participation in the interview.

R: Let us talk about the implementation of the Integrated Quality Management System (IQMS). OK? ladies and gentlemen. Can we start?

Ps: (laugher), Wow!

R: *How did the Department of Education (DoE) conduct the advocacy of the implementation of the IQMS?*

P: Educator in School B: (laughs in disbelief), it is hard and surprising that educators are not afforded the opportunity to speak out their minds about the implementation of the IQMS in schools. The Department forgets that educators are the key active partners in the implementation of the IQMS in schools and without their support there can be no talk about teaching and learning in schools

P: Educator in School C: I think educators are justified to resist the imposed IQMS in which the Department provides educators with a script of rules and regulations to follow without questioning.

P: Educator of School D: I often wonder whether the government thinks that it will succeed to force educators to implement the IQMS by imposing this IQMS policy.

- P: HoD of School B: the bureaucratic DoE decided to throw the implementation of the IQMS on the face of educators without consulting them.
- P: Deputy from principal: School D: It appears that the Department is not aware that of the IQMS cannot be implemented without being accepted by the educators who actually the implementers of the IQMS in schools.
- P: Educator from School B: (laughs in disbelief), it is surprising why educators are not afforded the opportunity to speak their minds about the implementation of the IQMS in schools. The Department forgets that educators are the key active partners in the implementation of the IQMS in schools and without their support there can be no talk about teaching and learning in schools.
- P: Educator of School C: Ahm, ja I agree, that educators are justified to resist the imposed IQMS in which the Department provides educators with a script of rules and regulations to follow without questioning.
- P: HoD from School B: A – hmmm.. the bureaucratic DoE decided to throw the implementation of the IQMS in the face of educators without consulting them.
- P: HoD from School D: the Department was not even concerned that educators would reject the implementation of the IQMS without their support.
- P: Deputy principal in School E: the Department should realise that educators are the implementers of the IQMS in schools and therefore, they must be involved in the advocacy of the IQMS.

R: *What is your opinion on the union participation in the design of the IQMS?*

- P: Educator from School A: By right the educators deserve to be involved in the process of developing the strategy for implementing the IQMS owing to the fact that all educators are implementers of the IQMS.
- P: Educator from School D: I believe that the Department of Education used the unions under the pretence to create the impression that it had consulted all educators. The unions are not enough to represent the masses of educators on the ground level

- P: Educator in School D: the Department of Education used the unions under the pretence to create the impression that it had consulted all educators. The unions are not enough to represent the masses of educators on the ground level.
- P: Educator of School A: educators deserve to be involved in the process of developing the strategy for implementing the IQMS owing to the fact that all educators are implementers of the IQMS.
- P: Educator in School Educator B: the role played by the unions in respect of the implementation of IQMS is unclear to educators since the unions are not readily willing to criticise the Department openly for failing to involve educators in the planning of the IQMS and to provide inadequate training for educators.
- P: Educator of School C: on one hand, the unions, claim that they are committed to fight for the rights of educators. On the other hand, unions are not making themselves available to support educators in the implementation of the IQMS in schools. Educators are left in the lurch to sort out the problems of the implementation of the IQMS in schools alone.
- P: HoD from School D: The instigation of educators by the unions against the SMTs will not empower educators to implement the IQMS successfully and instead, it will disempower educators to perform their responsibilities effectively.

*R: What support did the DoE provide for educators to understand the process of IQMS?*

P: Educator from School E: it is hard to understand the process of IQMS... educators require the necessary skills and knowledge to implement the IQMS successfully in the school. The DoE did not organise programmes to train educators to understand the process of implementing the IQMS.

*R: I hear from you that the DoE did not organise programmes to train educators. Can you please explain more to me?*

P: Educator from School A: Oh, yes, you see, the DoE should provide educators with training so that educators know exactly what needs to be done in ensuring that the IQMS is successfully implemented.

- P: Educator from School C: To compound the problem, the DoE did not train the SMT in the school to make sure that educators understand the process to implement the IQMS in the school. The SMT are biased and prejudiced, Issh... I mean, biased and prejudiced because they only select their friends to leadership roles and leave out the educators who have the potential to perform effectively those roles which are assigned to the favourites of the principal.
- P: Educator from School: the problem of favouritism which is prevalent in the school disempowers educators to implement the IQMS effectively.
- P: Educator from School D: the SMT in the school organised a workshop that proved to be ineffective to provide educators with the necessary knowledge and skills to ensure that the staff understands the processes which need to be followed in order to implement the IQMS successfully. The SMT relied on the trial and methods to empower the staff members to understand the content of the learning material.
- P: Educator from School E: the principal ran the workshop which was just a formality rather than informative because the principal did allow the participants to ask questions for clarification. The principal required that the staff members accept what they were told.
- P: Educator from School A: since the principal conducted the advocacy of the implementation of the IQMS in the school, there has been no staff development programmes organised to empower educators to understand the processes of how the implementation the IQMS needs to be successfully implemented.
- P: Educator of School E remarked: educators are not sure of the meaning of the implementation of the IQMS in schools. The Department of Education did not bother itself to involve educators in the research of the IQMS.
- P: Educator of School E: educators deserved to be provided with the opportunity in which they could conduct their own research in order to discover the meaning of the IQMS before it was implemented.
- P: Educator of School B: the lack of understanding of the implementation of the IQMS has increased the work over-load which involves paperwork and consequently, educators are hospitalised on a daily basis for having the stress.

R: *How is the training provided by the DoE for implementing the IQMS successfully?*

P: Educator from School B remarked: I still believe that the training provided by the GDE did not address the needs of educators to implement the IQMS effectively in schools.

P: Educator from School E: it is surprising that the GDE decided to impose its own training needs upon educators without consulting them since educators are directly affected by the training.

P: Educator from School A: the GDE assumed that educators are passive and will accept anything prescribed by the Department without questioning it. It is impossible to have effective training when the relevant training needs of the participants are not addressed”.

P: Educator from School B: the GDE forced educators to attend training during school holidays in which educators were supposed to take a rest after hard work.

P: HoD from School D: the GDE was unrealistic to expect educators to understand the content and put it into practice from the training that lasted only five days.

P: Educator from School D: the trainers of the Department were not competent to provide relevant knowledge and skills to implement the IQMS effectively. Educators lacked the learning atmosphere that supports learning and transfer of learning.

P: HoD from School E: the presenters of the Department were unable to define their roles and functions, state their objectives, and indicate how time for the presentation was to be spent. The presenters used trial-and-error methods which were ineffective to assist educators to implement the IQMS.

P: Educator from School A: the presenters lacked the relevant skills for the presentation since the needs of the participants were not met. Educators were not provided with the opportunity to discuss their ideas and share experiences as they were coming from different cultural backgrounds and environments.

P: Deputy principal from School B: the material for training was of poor quality to implement the IQMS effectively.

P: HoD from School B: the content was presented by presenters who lacked knowledge about the learning material.

P: Educator from School D: it is strange that the GDE employed the cascading model to train educators. The cascading model is ineffective to provide educators with the

necessary information because this model is incapable of including all educators in the training session. Educators who attended the training were required to train other educators who did not attend the training.

P: Educator from School A: the scattered presentation of information disempowers educators to implement the IQMS effectively because this approach discourages the active participation of educators as a staff. This piece-meal approach also promotes the passive participation of educators since educators were not able put into practice what they had learned.

P: HoD from School A: the users of the cascading model are scared to face the challenges that are often posed by the participants when they are put together at the site of the training.

R: *What management and leadership approaches that are commonly employed by the SMTs for the implementation of the IQMS?*

P: Educator of School E remarked: the SMT employs the top-down and control approach which prevents educators to participate in decision-making. There is little or no input from the staff members towards the implementation of the IQMS in the school because the principal shows no interest in the contributions and input from the staff members. Ahh...I believe, that the SMT has to encourage educators to participate voluntarily in the implementation of the IQMS rather than to coercing educators. The lack of collegiality of staff members to implement the IQMS in the school has resulted in low morale.

P: Educator from School C: instead, of employing the collegial and participatory management approaches, the SMT in the school use too many controls and rules for educators to implement the IQMS. These controls and rules discourage educators from implementing the IQMS successfully.

P: Educator from School D: the SMT in the school uses the autocratic style of leadership which compels educators to work in isolation rather than sharing and help one another in order to implement the IQMS successfully. Judging from the over workloads created by the implementation of the IQMS in the school, it is essential for educators to share the work and make it easy for the implementation of the IQMS.

P: Educator of School B: the efforts of the individual educator are no longer enough to cope with the new increased and complex roles and responsibilities brought also by radical changes in the South African schools. Therefore, the sharing of information and supporting one another to implement the IQMS effectively is essential among educators.

P: An educator from School E: the principal has less or no interest and care and empathy to support to educators to work in collaboration and as a team in order to implement the IQMS. The principal is only concerned about his self-interest rather than the interests of educators.

R: *What is the vision for the implementation of the IQMS?*

P: Educator from School B: educators in the school are not sure of the intentions of the Ministry of Education for introducing and implementing of the IQMS in schools. Educators cannot cooperate fully and commit themselves to the implementation of the IQMS without knowing what needs to be achieved. The full knowledge of what needs to be attained empowers educators to cooperate in the implementation of the IQMS.

P: HoD from School A: educators need to plan ahead for the successful implementation of the IQMS and educators cannot plan ahead if they were not involved in the process of designing the implementation of the IQMS. So ahh...I mean that working without knowing the intentions of the DoE to implement the IQMS in schools...yes...ahh is a sign that educators and the DoE are not working together. Ahh...I think time has now come for all the stakeholders to know the vision the implementation of the IQMS not only the DoE”.

P: Educator from School B: educators are unable to implement the IQMS effectively because the DoE did not include them in all the activities for the implementation of the IQMS. The inclusion of the educators in all the activities for the implementation of the IQMS is essential because educators are the actual implementers of the IQMS.

*R: How does the school structure or organogram impacts on the successful implementation of the IQMS?*

P: Educator School D: it appears that it is difficult for the principal to work with the educators as her equals and to accept educators' different views.

P: Educator School A: the principal delegates SDTs with management and leadership responsibilities but not with authority to implement IQMS.

P: Educator School B: I think the principal got to trust the people he is leading so that the people can do the right thing of implementing the IQMS effectively.

P: Educator School C: It is hard for the principal to delegate formal authority to educators to determine how to implement IQMS.

P: Educator of School D: educators in the school are unable to make decisions to implement the IQMS successfully since all decisions are in the hands of the principal. Any decision on the implementation of the IQMS requires the approval of the principal before it is implemented.

P: Educator from School A: the principal lacks trusts in educators to make decisions on the implementation of the IQMS in the school.

P: Educator from School A: the SDTs lack the decision-making authority to implement the IQMS in the school despite the fact that in the IQMS educators elected by staff work with the principal. It is impossible for educators to implement the IQMS successfully when the SDTs are prevented from making decisions on how to implement the IQMS. Ahh ...the principal has to think of the SDTs as his equals and accept their different views so that the IQMS can be implemented successfully.

P: Educator from School E: the principal is also reluctant to delegate the SDT in the school to undertake management and leadership responsibilities.

*R: What authority do educators have to implement the IQMS in your school?*

P: Educator of School D: educators in the school are unable to make decisions to implement the IQMS successfully since all decisions are in the hands of the principal. Any decision on the implementation of the IQMS requires the approval of the principal before it is implemented.

P: Educator from School A: H-mm, yes I mean that the principal lacks trusts in educators to make decisions on the implementation of the IQMS in the school.

R: *I heard you saying the principal lacks trusts in educators. Can you explain to me what do you mean by this statement.*

Oh, yes, the principal excludes educators from the decision-making process because she thinks that educators will take the authority and control the implementation of the IQMS in the school.

P: Educator from School A: the SDTs lack the decision-making authority to implement the IQMS in the school despite the fact that in the IQMS educators elected by staff work with the principal. It is impossible for educators to implement the IQMS successfully when the SDTs are prevented from making decisions on how to implement the IQMS.

P: Educator from School E: the principal is also reluctant to delegate the SDT in the school to undertake management and leadership responsibilities.

R: *How educators are held accountable for the effective implementation of the IQMS by the SMT?*

P: Educator of School B: the principal is solely accountable for the implementation of IQMS in the school. The principal claims that she is the only person in the school who is called upon to account by the DoE when there are problems with the implementation of the IQMS.

P: Educator of School A expressed: it is unacceptable for the principal to be the only person who accounts for the implementation of the IQMS because educators are the ones who implement the IQMS and they know the relevant requirements for the successful implementation of the IQMS.

R: *What communication system is employed by the SMT for the successful implementation of the IQMS in your school?*

P: Educator from School E: Ahh...unfortunately, all the plans on the implementation of the IQMS in the school are made by the principal at the top and educators in which educators are required to conform to the plans of the principal without question. In this there is little or no communication to implement the IQMS

successfully. The SMT is unable to inform educators on how the IQMS needs to be implemented in order to ensure the successful the implementation of the IQMS in the school.

P: Educator of School A: the structure of the school, allows the principal to select the information from the DoE and impose decisions the implementation of the IQMS upon educators without consulting with them. This tendency tends to stifle the flow of information in the school which disempowers educators to implement the IQMS successfully. I believe that when educators participate in decision-making process the problems on the implementation of the IQMS can be amicably resolved by the SMT and educators. Oh, yes, I think it is impossible for educators to implement the IQMS successfully without good working relationships created by communication.

P: Educator of School D: the SMT members in the school are not always ready and accessible to give educators feedback on their strengths and weaknesses in respect of the implementation of the IQMS. The principal of this school is only accessible and visible when there is a crisis in the implementation of the IQMS. Ahh...I think the behaviour by the SMT disempowers educators to implement the IQMS successfully.

P: Educator of School C: the SMT in the school encourages educators to work in isolation. (Stammer)...Hmm... unfortunately educators are unable to communicate with one another to implement the IQMS effectively. Oh, yes, you see, at the staff meetings educators keep quiet because the principal dominates the meetings and the principal feel offended by the educators who talk too much. To make the situation of poor relationships between the SMT and educators worse, there are communication channels that are made available for educators to express their view points about in the implementation of the IQMS.

R: *How conflict is managed in your school?*

P: Educator from School C: the SMT in the school excludes the members of the SDTs from chairing meetings of panels which disempowers educators to implement the IQMS effectively. The exclusion of educators from the chairing meetings creates conflicts among educators because some members of the SMT take sides and favour certain educators.

- P: Educator from School D: the exclusion of educators from the chairing meetings shows the SMT lacks trust and confidence in the SDTs disempowers educators to implement the IQMS in the school.
- P: Educator from School A: the dissatisfaction of educators about the management of the SMT has made educators reluctant to be committed to the implementation of the IQMS in the school. The lack of commitment and enthusiasm among educators disempowers them to implement the IQMS effectively in the school and in this way the SMT lacks the respect for educators.
- P: Educator from School E: the lack of a relationship of trust in educators shows that the SMTs is just managing one of the resources that is, a human resource in the school to which the SMTs have little or no sense of care and empathy. Therefore, it is impossible for educators in this school to implement the IQMS successfully.
- P: Educator in School C: owing to the constrained relationship between the SMT and educators in the school, I feel lost and my sense of belonging and morale are affected adversely. Oh, yes, I believe it is not easy for educators to implement the IQMS successfully without good relationships because members of the SMT and educators do not talk to one another openly.

R: *How educators are rewarded for the successful implementation of the IQMS?*

- P: Educator from School B: the principal has the tendency to give rewards and incentives to certain individual educators and exclude other team members who performed the same task. The exclusion of other team members for rewards and incentives creates conflicts and promotes competition among team members which disempowers the team members to carry out the IQMS effectively.
- P: Educator from School A: all members of a team or teams want to be treated in the same manner for successfully carrying out the same task.
- P: Educator of School E: I think that the principal in the school lacks the skills to promote teamwork and a team spirit among educator teams for the work which is well done by members of the team or teams.

R: *How activities of educators are coordinated for the effective implementation of the IQMS?*

P: Educator of School D: the SDT members in the school are not involved in the checking of the consistency and correctness of the actual assessment. Instead, it is the principal who is involved in the checking of the unreasonable deviations by the evaluators of the panel.

P: Educator from School B: the records and scores are kept and controlled by the principal and members of the SDT not allowed to scrutinise the documentation of educators who have been assessed by the panel to ensure that there is correction between scores and areas of strength and weaknesses. It is impossible for the SDTs to integrate the activities of educator teams and implement the IQMS effectively without the members of the SDT being directly involved in the coordination of these activities.

P: Educator from School E: the SDTs who represent educators in management should be included in the coordination of the activities of educators to implement the IQMS in order to achieve the effective implementation of the IQMS in the school.

R: *What are the perceptions of educators on the DAS, PM and WSE?*

P: Educator from School D: I real do not know how to put it strongly that educators are not certain of how an educator's performance is judged because the terms such as appraisal, evaluation, and measurement which are used to judge educator's performance are confusing educators. Hmm...ja... I think, appraisal, evaluation, and measurement mean different things to different people and they lack the same interpretation. The lack of the same interpretation of these concepts has made educators to develop the negative attitude towards being appraised. The DoE also does not provide educators with training programmes to support educators to understand and interpret the appraisal, evaluation, and measurement correctly in order to implement the IQMS effectively.

P: Educator from School C: it is surprising that the DoE is attempting to change the work performance of educators by using a range of instruments consisting of the DAS, PMS, and WSE. The work performance of educators may not be changed by

using rules and controls. The change of work performance of educators needs to come from within educators themselves rather than being forced to do so.

P: Educator of School C remarked: educators think that the DAS is unnecessary since it degrades their integrity, reputation and status as education professionals. Educators think they are responsible enough to perform their responsibilities as professionals without being monitored by the DoE and SMTs.

P: Educator of School A: the PM is resisted by educators because the principal is the only one who has the final word on the pay progression of an educator without the involvement of the educator who is affected by the pay progression.

P: Educator of School B: the handling of the PM is causing conflict in the schools between the educators and the principal because of the favouritism practised by the principal. The principal often recommends certain educators favoured by him for pay progression, while those educators who are not favoured by the principal do not get the same treatment.

R: *What programmes are employed by the SMTs for the development of educators to implement the IQMS successfully?*

P: An educator of School B: the SMT does not provide educators with the opportunity to set goals for implementing the IQMS successfully. Every member of the educator teams needs to pull together with other team members in an effort towards implementing the IQMS effectively. However, if there is no team building programmes in the schools these activities cannot take place.

P: Educator of School E: opportunities are required in our school to allow educators to reflect on their actions that are related to the implementation of the IQMS.

P: Educator of School E: the SMT did not organise the staff development programmes in the school to empower the staff members to implement the IQMS effectively. Staff members in the school must be provided with a variety of ways to increase their academic knowledge and professional development to implement the IQMS successfully.

P: Educator of School E: the exchange of ideas and views by educators among themselves support educators academically and professionally to implement the IQMS effectively. Staff development programmes assist educators to gain self-understanding from the feedback of other members of the group.

- P: Educator of School D: I think the staff development programmes in the school create an opportunity for dialogue in which educators reflect on what progress they have made on the implementation of the IQMS in the school and reflect on the areas that need improvement. Staff development programmes provide educators with the opportunity to influence and understand other staff members on how they think and understand the implementation of the IQMS in the school.
- P: Educator of School A: the setting in which in-service training, workshops and other forms of staff development programmes in the school are critically important to empower educators to implement the IQMS successfully.
- P: Educator of School B: I believe that if educators were involved in the decision-making process in this school, educators would have organised the staff development programmes to empower the staff members to implement the IQMS effectively.

