

Is it a Myth that the Integrated Quality Management System (IQMS) Promotes Continuous Improvement? A Diagnosis Approach

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ABSTRACT This study sought to investigate how IQMS contributes towards a culture of continuous improvement in schools. The qualitative study design uses semi-structured in-depth interviews in which educators from four purposively selected public schools from the East London Education District were interviewed. The interview schedule comprised eleven questions, focusing on aspects related to the implementation and functioning of IQMS. The findings suggest that the current conceptualization and practices within IQMS do not translate into the continuous improvement of quality in schools. It also transpired that not all educators are positive and enthusiastic about IQMS implementation. They are predominantly concerned about the lack of internal and external capacity to drive the process. The paper also reveals serious concerns about the effectiveness of IQMS as a tool towards the continuous improvement of quality in schools.