

**Influence of the Quality Management System on the professional
development of secondary school educators**

By

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EDUCATIONAL LEADERSHIP (COURSEWORK, mini-dissertation)

AT THE

UNIVERSITY OF PRETORIA

Supervisor

Dr Nevensha Sing

March 2024

Declaration

I, Chanté Clarke, declare that the min-dissertation: Influence of the Quality Management System on the professional development of secondary school educators, which I hereby submit for the degree Masters in Education (Educational Leadership coursework) at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution. Where the work of others has been used, sources have been identified and acknowledged by means of concise and complete in-text references and in the list of references.



.....

Ms Chanté Clarke

March 2024

Ethical Clearance Certificate



FACULTY OF EDUCATION
Ethics Committee

4 April 2023

Dear Miss C Clarke

The application for ethical clearance for the research project described below served before this committee on 15 March 2023:

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Principal Investigator:	Miss C Clarke
Student/Staff No:	15191771
Degree:	Masters
Supervisor/Promoter:	Dr N Sing
Department:	Education Management and Policy Studies

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Decision:	Approved
Comments:	
Period of approval:	Two years

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2. Proof of how you adhered to the Department of Basic Education (DBE) policy for research must be submitted where relevant.
3. In the event that the research protocol changed for whatever reason the Ethics Committee must be notified thereof by submitting an amendment to the application, together with all the supporting documentation that will be used for data collection namely; questionnaires, interview schedules and observation schedules, for further approval before data can be collected. The changes may include the following but are not limited to:
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 - Research methods any other aspect therefore and,
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Best wishes



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MEd

The influence of the Quality Management System on the professional development of Secondary school educators.

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APPROVAL TO COMMENCE STUDY

04 April 2023

DATE OF CLEARANCE CERTIFICATE

29 November 2023

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- Compliance with approved research protocol,
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- Data storage requirements.

Dedication

I dedicate this work to the following people:

- Firstly, to my late mother and best friend, Rose-Marie Clarke, who is always in my thoughts. Every action I undertake in life is guided by the exemplary life you lived. I am profoundly grateful for the time we shared, and I thank you for every prayer you offered and every valuable lesson you imparted. I believe that you would take pride in this work.
- Secondly, I dedicate it to my father, Athol Vernon Clarke. While you may not be an academic, your unwavering support has been an invaluable pillar in my life, and I never take it for granted.
- Thirdly, I extend my dedication to my church community. Your belief in me and continuous encouragement to strive for the best version of myself have been a source of inspiration. Thank you for your unwavering support.

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- I would like to thank my language editor for her meticulous work.

Abstract

The shift from an integrated quality management system to the current quality management system has unveiled fresh avenues for research. This study, conducted in Tshwane, South Africa, delved into how the quality management system affects the growth of secondary school educators. A conceptual framework was constructed, combining Sims' four developmental purposes with Gilmour's factors for enriching teacher quality. This framework focussed on the dynamic relationship between quality management and professional development.

Employing a qualitative research methodology, the study conducted semi-structured interviews with eight purposively chosen participants. Their insights revealed a consensus: the quality management system held substantial value and was acknowledged for its influence on educators' professional growth. It suggested that educators who highly regard such a system and consistently advance professionally can significantly elevate the quality of teaching and learning.

The study underscores the potential of a quality management policy to augment educators' professional development, emphasizing the need to merge this system into professional growth initiatives. The study argues for implementing continuous classroom monitoring overseen by departmental heads, accompanied by meaningful and constructive feedback for educators. Essential to this process is the sustained professional advancement of educators, which necessitates ongoing training opportunities, whether internally conducted within schools or externally sourced.

Ultimately, the research reaffirms that an active, supportive approach motivates and assists educators in leveraging a quality management system for their professional progression. This integration promises not just the improvement of committed educators but, by extension, the enhancement of the overall quality of the teaching and learning landscape.

Keywords:

Quality management system, Teacher evaluation, Professional development, Continuous Monitoring and Evaluation, Constructive Feedback

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Influence of the Quality Management System on the
Professional development of secondary school educators.

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20 December 2023



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List of abbreviations

QMS	Quality Management System
PD	Professional development
SACE	South African Council of Educators
SMT	School management team
IQMS	Integrated quality management system
DAS	Development appraisal system
WSE	Whole school evaluation
IGTP	Insight, goals, techniques, practice
PISA	Programme for International Student Assessment
TIMMS	Trends in International Mathematics and Science Study
ELRC	Education Labour Relations Council
PM	Performance measurement system
NPFTED	National Policy Framework for teacher Education and Development
NPD	National development plan
DBE	Department of Basic Education

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1. CHAPTER ONE: GENERAL ORIENTATION

1.1 INTRODUCTION

South Africa faces various challenges in its education system, and the quality of education has been a cause for concern (Moloi, 2016). Enhancing South African Education would involve addressing various parts of the education system to improve equal opportunities for access and quality teaching and learning. This study argues that improving education in South Africa necessitates a coordinated and collaborative effort by the government, communities, educators, and all other stakeholders. It is, therefore, essential to develop a sustainable and effective education system by addressing immediate and long-term initiatives.

The Department of Basic Education (DBE) has implemented various initiatives to address the identified educational challenges, such as introducing policies to improve teacher training, increasing infrastructure investment and revising the curriculum (Moloi, 2016). This study focussed on a quality management system (QMS) and its influence on educators' professional development. Enriching South African Education through educator development is an essential strategy (Burns, 2021). The effectiveness of professional development often depends on its relevance to the educators' needs, ongoing support and alignment with broader educational goals (Burns, 2021).

There have been various programs in place: Firstly, the Development Appraisal System (DAS), which was instituted in 1998; the Performance Measurement System (PMS) which has been used since 2003; and Whole School Evaluation (WSE). The national policy (Government Gazette Vol 433, No: 22512, 26 July 2001) on Whole School Evaluation aims to evaluate the effectiveness of a school in terms of national goals as well as to increase the level of accountability within the education system. This is intended to enable schools to improve the overall quality of education they provide as well as to increase learner accomplishment (Laevers, 2015).

South Africa has undergone various changes and implemented several programs and policies in its education system over the years. Some significant ones include:

Curriculum 2005: This was a comprehensive reform aimed at transforming the education system (Burns, 2021). It introduced Outcomes-Based Education (OBE) and sought to create a more inclusive curriculum. National Policy on Education (NPE): Introduced in 1996, it aimed to redress the inequalities of the past by focusing on equal educational opportunities for all South Africans (Clercq, 2018).

The Further Education and Training (FET) phase: This phase aimed to provide education and training opportunities for learners beyond the compulsory schooling years, preparing them for higher education or the workforce (Clercq, 2018). South African Schools Act (SASA): Enacted in 1996, SASA aimed to provide a framework for democratic school governance, establishing norms and standards for schools across the country. National Development Plan (NDP) outlines South Africa's vision for the year 2030, including goals and strategies for improving education quality, access to education, and outcomes. Initiatives for addressing historical inequalities: Efforts have been made to address historical educational imbalances, such as providing improved resources and support to schools in previously disadvantaged areas (Chapman, 2020). Decentralization of Education Management: Efforts to decentralize decision-making processes, allowing provinces and schools more autonomy in managing their affairs while being accountable for outcomes (Chapman, 2020). These policies and programs reflect South Africa's efforts to improve access to quality education for all, address historical inequalities, and prepare learners for the challenges of the 21st century.

The integrated quality management system (IQMS) was first implemented on 27 August 2003, Collective Agreement 8 in respect of the IQMS, was signed in the Education Labour Relations Council. The Collective Agreement establishes performance appraisal standards and processes for institutions to use in the evaluation of educators throughout the country. IQMS aims to enhance and monitor the performance of schools and educators (Clercq, 2018). IQMS makes use of standardized and generic performance areas, IQMS is based on a broad system that is used to measure development; the development appraisal system (DAS) as well as performance management (PM) forms part of the IQMS educator component thereafter, the Whole School Evaluation (WSE) takes place (Stiyn, 2013).

The educator evaluate themselves, whereafter they are peer evaluated too, finally the Head of Department (HOD), now known as the Departmental Head (DH), also completes the same document about each teacher in their department (Pylman, 2015). There are some spaces for comments on how each of the criteria may be improved in the coming year; it is, however, a lengthy document that is mainly seen as an administrative task that needs to be completed rather than as a tool to truly improve quality standards in education (Pylman, 2015). Schooling in South Africa is complex within different contexts, and are seen to be dynamic, and therefore the same criteria cannot be used to measure the overall effectiveness and quality in these ever-changing and evolving school contexts (Moon, 2017). Thus there is a need for a baseline of the same competencies with regards to "subject knowledge, pedagogical and societal knowledge" (Clercq, 2018).

The programs as mentioned above were used when drafting the current QMS policy. This integration is aligned with the Employment of Educators Act, No. 76 of 1998, which mandates the Education Minister to establish educator performance standards (ELRC, 2003).

IQMS manages quality and shows areas where educators may improve, and it is, however dependent on the educators' buy-in. IQMS gathers information from educators who are willing to share their experiences and knowledge.

Within IQMS, teacher development activities were divided into three categories:

- Type 1, initiated by the educators themselves.
- Type 2, initiated by the school and
- Type 3, initiated externally (Raven, 2012).

The previous years have seen a transformation of the quality management systems as schools moved away from the integrated quality management system (IQMS) to quality management systems (QMS) (Strydom, 2019). The Education Labour Relations Council (ELRC) agreed to unify current quality management programs. QMS ensures that a variety of standards are placed into one document in an attempt to streamline the process of quality management and whole school evaluation (Burns, 2021).

Teacher development is overseen through various frameworks like the National Policy Framework for Teacher Education & Development (NPFTED), the South African Council for Educators (SACE), the National Development Plan (NDP), and integrated quality and management systems (IQMS) (Laevers, 2015). As outlined in the NDP, these policies mandate continuous training to foster a responsive and efficient teaching cohort. Education, an ever-evolving domain, adapts to cater to learners' evolving needs (Chapman, 2020) and it is becoming more important that educators' skills and methodology be updated to accommodate such changes in a global society.

SACE requires educators to accumulate 150 to 300 points over three years, yet there is a reluctance by educators to participate with enthusiasm due to the inability to convert those earned points into monetary value (Chapman, 2020). The National Development Plan (NPD for 2030) (Commission, 2012) also stipulates educators need to be developed holistically. The NDP creates a framework for social and economic development, as well as the development of infrastructure and the good governance of all resources (Commission, 2012). Despite all the avenues as mentioned above, available for teacher development, educators are still not adequately trained and developed, according to Sims (2022). Unfortunately, such a lack of adequate educator training affects the quality of teaching and learning in South African schools (Clercq, 2018) and learner performance.

Progress in International Reading Literacy (PIRLS) is an international benchmark test (van Staden, 2023). PIRLS assesses reading comprehension and monitors trends and indicators of growth in reading literacy at five-year intervals (van Staden, 2023). On Tuesday 16 May 2023, the 2021 Progress in International Reading Literacy Study (2021 PIRLS) results were released. The results revealed that the majority (81%) of Grade 4 learners in South Africa cannot read for meaning in any language, including their home languages (van Staden, 2023). The PIRLS 2021 assessment appears to be too difficult for a high percentage of Grade 4 learners and recommends that South Africa participate in studies targeted to low- and middle-income countries. Van Staden (2023) used the PIRLS scores to outline the need for quality education and teacher training. The quality of education in South Africa is influenced by the quality of the educators (Clercq, 2018). There is a need to develop the teaching of reading literacy in schools. The pedagogical content

knowledge of educators needs to be improved to ensure that basic reading skills and vocabulary building can be taught effectively (van Staden, 2023). There is a direct gap which points to the lack of educators' skills and knowledge and how it translates to learners' basic ability like reading for comprehension (van Staden, 2023).

The preceding paragraphs provided a concise overview of the policies that outline QMS (ELRC, 2020). The methods to ensure quality management and professional development informs the focus of this study. Finally, a lack in learners' reading ability was used to point to the need for effective continuous teacher training and development. This study aimed to establish how professional development of educators may result in an improved quality of service provided by South African educators.

1.2 CONTEXTUAL BACKGROUND TO THE STUDY

The pursuit of quality education is not unique to South Africa it is a global challenge faced by many countries, each with its specific issues and contexts. Educators in South Africa hold immense value in all schools (Moloi, 2016) as they are at the heart of the school with the responsibility of teaching, learning and mediating successful assessment practices and results of the learners entrusted in their care.

Government schools typically have 1000-2000 learners and a teaching staff of 60-120 full-time educators employed (van Staden, 2023). With educator learner ratios of 1:50 or 1:70, learners in some schools place extreme challenges and tension on the educators and school management teams (SMTs). The teacher's focus shifts unknowingly from teaching the curriculum to managing the classroom with discipline problems that arise because of a lack of space, desks, chairs and an educators inability to manage large classes (van Niekerk, 2017). These circumstances negatively influence the quality of teaching and learning as well as learners' achievement of subject outcomes

With substantial hours spent interacting with learners weekly, monthly and yearly, the influence of educators should never be underestimated. They accept the responsibility of being exceptional educators and should acknowledge the importance of personal improvement and steering their career growth (Clercq,

2018). While there are large numbers of educators in South Africa, the focus should shift from quantity to quality (Mweli, 2022). Prioritizing teacher development and training needs to be a cornerstone not only for schools but also for each individual teacher (Chapman, 2020).

This study draws upon literature and research from global perspectives to provide guidance. While curricula and learning outcomes may exhibit significant variations in international contexts, the merit in exploring these distinctions remains, offering valuable lessons to be collected. For example, Australian schools use learner outcomes to determine teaching quality (Deloitte, 2017) as a strong synergy exists between classroom quality and overall school quality. The effectiveness of teaching is assessed not only in terms of individual student outcomes but also in how it aligns with international standards (Deloitte, 2017). International standards that are used include Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). Australian schools link policy, practice and performance (Deloitte, 2017) thus, it holds educators accountable for the outcomes of each learner.

In the United States, determining the quality of education involves a multifaceted approach that considers various factors. Standardized testing is used to provide data to measure academic achievement and compare student performance across schools and districts (Partelow, 2019). Each state sets its own academic standards that outline what learners are expected to learn at each grade level. These standards act as benchmarks for assessing the quality of education provided by schools. Racking graduation rates is crucial in determining the success of educational programs (Partelow, 2019). The percentage of learners who successfully complete high school within the expected time frame is an important metric. Factors like teacher qualifications, experience and professional development are considered indicators of educational quality (Gilmour, 2018). Evaluations of educators' effectiveness based on student performance and classroom observations are also utilized (Partelow, 2019).

South Africa is still in its development phase (Botha, 2013). While there is a pressing need to enhance our economy and infrastructure, we must not overlook the need for further development in our education system. In the past, advancements in the

South African curriculum and educational policies have been made. Recognizing that educators represent the most valuable resource within the education system is crucial (Qonde, 2021). To foster the advancement of education in South Africa, ongoing professional development for educators is paramount (Partelow, 2019).

This study furthermore aimed to address a gap in the current literature by investigating QMS in practice as well as the influence it may have on professional development. The difference between IQMS and QMS formed the basis for this study and has been well studied and documented. Understanding IQMS and the changes involved with QMS ensured a holistic view of the policy documents used for quality in South Africa. Understanding these differences ensured the researcher had a firm grasp on what areas needed to be further researched. An aspect that has not been well-documented is the processes used to implement QMS. I found this gap to be significant and valuable for the parameters of the study. There are, however, a shortage of studies regarding QMS since it has only been implemented from October 2020. This study aimed to remedy this gap by aiming to contribute to the field.

QMS is not designed to ensure professional development and therefore the possibility of professional development has not been documented. This creates new avenues for research, it is important to understand QMS and to understand professional development unconnectedly first. The different quality criteria used within QMS needs to be studied and assessed and therefore, it is essential to understand the implementation of QMS. It is important to understand what may influence professional development, to understand the effect of QMS on the overall quality of educators and to also understand the interplay between QMS and professional development on educators. This study aimed to make a small contribution to the field of knowledge by offering an insightful comprehension of how QMS impacts the professional growth of educators.

1.3 RESEARCH PROBLEM

Numerous policies and entities, such as the National Policy Framework for Teacher Education and Development (NPFTED), National Development Plan (NDP) has a Vision for 2030: It stresses the significance of accountability within the education sphere and advocates for mutual responsibility between schools and communities

to boost overall progress in crucial areas, aiming to improve teaching and learning within schools (Mweli, 2022). Elevating teaching and learning necessitate an innovative strategy centred on quality and effectiveness at both the school and district levels. Managing performance stands as a pivotal process within any school or district, aiming to aid leadership and staff in concentrating on essential matters and goals, ensuring the continuous enhancement and sustainability of delivering high-quality education (Mweli, 2022). The Collective Agreement No. 2 of 2020 introduces QMS for school-based educators, and the South African Council for Educators (SACE) play integral roles in shaping the landscape of education in South Africa (ELRC, 2020). The purpose of the QMS policy is to provide a standardised framework for employee performance (ELRC, 2020). QMS is designed to reshape educators' perspectives on appraisal systems, emphasizing their role in personal growth and professional development (Chapman, 2020). QMS serves as a performance evaluation tool tailored for educators within schools, aiming to gauge individual performance to elevate overall school achievements (ELRC, 2020). Its significance lies in appraising how well educators align with their job roles, ultimately enhancing accountability within our school systems (Chapman, 2020). However, educators often perceive QMS as a mere bureaucratic requirement, limited to a checkbox on an annual to-do list (Plessis, 2019). QMS functions as an evaluative tool to assess educators, assigning scores based on their current performance (ELRC, 2020). QMS is only designed to manage quality and not measure quality – even though measurements are used for each quality criterion (ELRC, 2020). The need for professional development of educators can be realised through the educators' scoring based on the quality criteria (Chapman, 2020). QMS does not advise avenues for growth and is not primarily designed to ensure teacher professional development (van Niekerk, 2017).

Previous research on teacher quality, appraisal and development identified deficiencies within the previous IQMS. (Clercq, 2018). This study centres on the difference between QMS and Professional Development. QMS evaluates and assesses educators according to specific quality criteria, focusing solely on managing quality. Professional development focuses on what occurs after assessing educators' quality (Burns, 2021). This study investigates how QMS could complement professional development to enhance the quality of education,

teaching and learning in South Africa. This study aims to explore whether QMS can exert an influence on professional development. Without integrating QMS and professional development a gap in knowledge is created regarding the benefits of QMS and professional development in enhancing overall educational quality.

The primary objective of this study is to identify the existing gaps within the QMS concerning teacher development (Burns, 2021). The issue at hand is the absence of a clear and compelling link between QMS and professional development for educators in South Africa, despite the evident need for such development, particularly for those who receive low scores in their QMS evaluations. This gap in the existing body of literature forms the core problem that this study aimed to address. Educators who receive low scores in their annual QMS evaluations highlight an urgent requirement for professional development, according to Burns (2021). Regrettably, the current literature falls short of establishing a robust connection between the QMS and professional development.

QMS highlights that "teacher appraisal for the purpose of development should be de-linked from appraisal for purposes of remuneration and salary negotiations" (DBE, 2013). At the same time, the development of educators is a component of the QMS policy document, with a primary objective to "enhance educator efficiency, effectiveness, and overall performance" (DBE, 2013). However, there is a notable lack of literature regarding the influence of the QMS on educators' professional development as the existing literature (Clercq, 2018). QMS predominantly focuses on the former IQMS and its connection to professional development (Pylman, 2015). Therefore, this study aimed to bridge this gap in the literature by examining the influence of the QMS on professional development within the South African educational context.

1.4 PURPOSE OF THE RESEARCH

South African educators must comply with the QMS policy. Various research has been done about the previous IQMS policy (Pylman, 2015), including its implementation, use and effectiveness (Chapman, 2020). Since QMS is relatively new, there is limited literature available on its implementation, use and effectiveness. It is essential to note that the primary objective of QMS is the management of quality and not professional development. Therefore, this study

investigated how implementing the QMS policy might indirectly lead to professional development, despite it not being the policy's primary focus.

A gap in academic literature arises when examining the impact of QMS on professional development. Hence, this study aimed to delve into how QMS affects educators' professional growth in secondary schools. It also sought to assess if professional development initiatives contribute to quality enhancement. Data for this mini dissertation was collected in the Centurion area of the Gauteng Province, South Africa, through semi-structured interviews involving eight participants from a public school.

1.5 RATIONALE OF THE STUDY

The Employment of Educators Act No 76 of 1998 underscores the necessity to revisit policies that govern teaching quality (Stiyn, 2013). There is established literature illustrating the positive impact of policy implementation on the quality of education. The policy framework for quality management has undergone recent changes. Until 2020, IQMS was in use, but at the end of 2020, QMS was introduced and continues to be in operation (ELRC, 2012). It is crucial to distinguish between quality management and quality assessment. The primary yardstick for assessing the quality of education lies in the annual matriculation results (van Staden, 2023).

I am employed as an educator and currently have six years of teaching experience. On a personal level, I aspire to advance my career and seek opportunities for growth. My first-hand experience has led me to observe that the current policy document does ensure improved quality when applied at the school level. I enquired about the influence of QMS on professional development and by no means suggest I knew it all the study should rather be seen in the light of my personal ambitions. I recognize that merely managing quality does not necessarily result in improved learner outcomes. Hence, the professional development of educators could potentially impact the overall quality of education in South Africa. This study endeavours to explore whether the policy document's practical implementation can influence educators' professional development.

The need for quality management is still evident, IQMS took on a new form as QMS as previously mentioned. The question remains, why is quality management

important in the South African Context? The difference between international standards and South African standards has been studied to attempt to understand the gaps in South African Education with regards to quality. One means of measuring quality other than the QMS appraisal system is with annual matric results (Gallie, 2022). The average pass rate in 2015 was 70.7% in 2018, it was 78.2%, and in 2021 76.2%. These statistics show a pass rate increase of at least 5.8%. There were 616 000 full-time candidates in 2021. My recent training has shown that measuring once nationally after a 12-year period does not suffice (Gallie, 2022). The use of QMS and being evaluated twice annually gives a clearer idea about an educator's current performance (DBE, 2013). This study explores the influences of the QMS on the professional development of educators. QMS needs to be about more than achieving good scores in an attempt to chase titles or a higher salary scale quality needs to ensure teaching efficacy and effectiveness, according to the PAM document (Motshekga, 2016). The goal of educators should be to ensure effective teaching and learning which act as a launching pad for learners to make a positive difference in business and academics after school to ensure that the South African economy can see positive progressions (Moloi, 2016). This study is significant because little research has been done about the influences of QMS on the professional development of educators, and it has the potential to contribute to knowledge in the field.

Existing studies primarily address the QMS and professional development as distinct aspects. This study seeks to assess the influence of the quality management system on professional development, a relatively unexplored connection. To understand this influence, educators must recognize the significance of the QMS in terms of fostering professional growth.

1.6 AIMS OF THE RESEARCH

The study aimed to explore the influence of the quality management system on the potential professional development of secondary school educators.

The **objectives** below were considered in order to achieve the study's purpose:

1. To explore how educators perceive the quality management system
2. To investigate the experiences of educators on the implementation of the quality management system

3. To establish the views of educators on the influence of the quality management system on professional development
4. To identify the challenges experienced by educators in the implementation of the quality management system and professional development.

1.7 RESEARCH QUESTIONS UNDER INVESTIGATION

The following main research question guides this study:

How does the quality management system influence the professional development of secondary school educators?

Secondary research questions

1. How do educators perceive the quality management system?
2. What are the views of educators on the influence of the quality management system on professional development?
3. What are the challenges experienced by educators in the implementation of QMS and professional development?

1.8 RESEARCH METHODOLOGY OVERVIEW

Qualitative research uses a vast majority of information to gain an in-depth understanding (Maree, 2016). Interviews have been used to gather data and to gain an in-depth understanding. This study also made use of questionnaires to gather biographical information from all participants. The benefits of QMS will be highlighted and built upon whilst attempting to find the thread between QMS and professional development. A social constructivist perspective from the interviews, using multiple realities and complexities of worldviews and actions. The new information will not be from one perspective but will rather incorporate a wide collection of data to ensure accurate and objective findings (Cresswell, 2017).

The research questions of any study will determine the most appropriate research design, and the research questions will bind the study together (Nieuwenhuizen, 2016). The nature of this study, based on the title and research question, is qualitative (Cresswell, 2017). The information gathered is based on educators' opinions and experiences.

1.9 CONCEPTUAL FRAMEWORK OVERVIEW

The conceptual framework for this study integrates two theoretical frameworks: one centred on professional development by Sims (2022) and another focused on teacher quality by Gilmour (2018). By merging these frameworks, the study aimed to explore the impact of QMS on educators' professional development. This approach enhanced the study's value by combining perspectives on quality management and professional development to address the implementation of QMS in schools and its effect on educators' professional development.

1.10 SIGNIFICANCE OF THE STUDY

The significance of this study lies in its objective to examine the potential influence of the QMS on professional development. The rationale behind this study delves into academic justifications, personal motivations, and the identified gap in current knowledge.

1.11 DEFINITION OF KEY TERMINOLOGY

For this study, the following terms are defined:

1.11.1 IQMS

IQMS stands for "Integrated Quality Management System." This system is a comprehensive approach or framework organisations use to manage and improve various aspects of quality within their operations (ELRC, 2003). It typically involves combining multiple quality-related processes, procedures, policies, and systems into one cohesive structure to streamline and optimize quality management practices across the organization (Laevers, 2015). IQMS aims to enhance efficiency, consistency and effectiveness in delivering products or services while prioritizing continuous improvement and meeting specific quality standards or requirements (ELRC, 2003).

1.11.2 QMS

The QMS involves the structured processes, policies and strategies implemented within educational institutions to ensure and enhance the quality of education (Chapman, 2020).

The South African education system has implemented various frameworks and initiatives to establish and maintain quality standards in schools and higher education institutions. These systems are designed to monitor and assess teaching methods, curriculum development, assessment procedures, infrastructure and overall educational outcomes (ELRC, 2021). Overall, the QMS in South African education aims to promote equitable access to quality education, addressing educational challenges, and continuously improving the standards of teaching and learning throughout the country (Partelow, 2019).

1.11.3 CPTD

CPTD stands for Continuous Professional Teacher Development. It refers to the ongoing process of learning, growth and improvement that educators undergo throughout their careers to enhance their teaching skills, knowledge and professionalism (Mweli, 2022). In South Africa, CPTD is a system that encourages educators to engage in continuous learning activities, such as workshops, courses, conferences and other professional development opportunities, to stay updated with current educational trends, improve their teaching methodologies and ultimately enhance the quality of education they provide (SACE, 2007). The CPTD system aims to support educators in their professional growth and ensure that they remain effective and competent throughout their careers (Burns, 2021).

1.12 RESEARCH STRUCTURE

Chapter 1

Within this chapter, an overarching view of the study is presented. It encompasses a concise background, delves into the research problem, rationale and research questions. It further outlines the study's aims and objectives, clarifies the research's significance and also provides a brief overview of the research methodology that guides the study. To ensure a well-organized research report, the subsequent chapters are structured as outlined below.

Chapter 2

Chapter 2 includes the literature reviewed. The review is arranged in identifiable themes. The conceptual framework that informs the study is also discussed in Chapter Two.

Chapter 3

In this chapter, the focus is on the following aspects: research approach, research paradigm, research design, research methodology and data collection. Ethical considerations and enhancing trustworthiness are presented as well.

Chapter 4

This chapter reveals the discoveries made during the study, directly linking to the study's aims and research questions upon which the findings and recommendations are grounded. The research findings are categorized under three primary themes that correspond to the main research question and its sub-questions.

Chapter 5

This chapter informs the reader of the summary of the findings; the summaries are aligned with the purpose of the study, and it follows with the significance of the study. The data is analysed and provides insight into the field. Recommendations emerge based on the three themes discussed. Lastly, suggestions are made for further research opportunities.

1.13 SUMMARY OF THE CHAPTER

The inaugural chapter served as an introduction to the study, offering an elucidation of the issue under investigation: the management of quality education despite facing many challenges. It detailed the rationale behind selecting this topic for study, substantiating the choice through pertinent literature. The chapter also explained the research questions guiding the study. The subsequent chapter encompasses a comprehensive literature review concerning quality management and professional development. It further explicates the conceptual framework employed in this study, providing a thorough discussion on the framework which has been implemented throughout the study.

2. CHAPTER 2: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

The preceding chapter introduced the study and outlined its rationale. It clarified the research questions that guide the study while acknowledging the potential significance. The purpose of the literature review is to comprehensively survey previous research concerning quality management in education. By doing so, this study situates itself within the existing academic discourse, identifying the specific gap it aims to address. The literature review serves as a clear reference point by summarizing prior research on the topic with the primary objective of presenting studies related to quality management and professional development, as well as those exploring factors that either influence or are influenced by these areas. The problem investigated in this study was the management of quality through professional development, with the main research question being: “How does the quality management system influence the professional development of secondary school educators?”

2.2 LITERATURE REVIEW

This literature is organized into five primary sections. The initial section delves into the education landscape within the South African context. An examination of the definition of quality in education follows it. Subsequently, the focus shifts to the development of educators, followed by an in-depth exploration of quality management policies, specifically QMS and IQMS. The fourth section discusses policies and quality management in international contexts. Lastly, the fifth section addresses the willingness and motivation of educators.

2.2.1 South African context

South Africa's educational context reflects a blend of challenges and initiatives to foster inclusive and quality education for all (Qonde, 2021). The country's education system has undergone significant transformation since the end of apartheid in the early 1990s. South Africa, classified as a developing nation (Stiyn, 2013), faces the imperative need to advance its economy, infrastructure and education system.

While there have been notable progressions in the curriculum and education policies within South Africa, it remains crucial to recognize that educators represent the most invaluable asset within the educational landscape (Herzberg, 2017). To foster educational development in South Africa, a continuous focus must be placed on enhancing the capabilities of educators (Botha, 2013) together with re-establishing the professional identity of educators. While South Africa has made progress in expanding access to education and addressing historical injustices, persistent challenges in ensuring equitable, quality education for all learners remain at the forefront of educational discussions and reforms (Qonde, 2021).

Ensuring quality education remains a significant challenge as South Africa is fragmented with unequal education opportunities and resources that remained in deprivation long after the end of the Apartheid government (Moloi, 2016). Learners in rural areas still attend lessons under the trees or have long-drop pit toilets without electricity, water or proper sanitation services (van Staden, 2023). Children attend school from child-headed homes where no adult is available to supervise their homework or provide meals or a safe living environment (Moloi, 2016). In other rural areas, some schools lack the upkeep or development of additional infrastructure to accommodate the increasing number of learners enrolled annually. Issues such as curriculum relevance, innovative teaching styles, teacher training and the overall quality of teaching and learning persist (Strydom, 2019). However, there is ongoing work to improve teaching standards and educational content to align with modern needs and global standards (Moloi, 2016).

The sheer number of educators in South Africa is not a cause for concern; instead, it is the quality of educators that warrants careful examination (Strydom, 2019). Teacher development and training should be prioritized in every school, with individual teacher growth taking precedence (Chapman, 2020). This study addresses the gap by concentrating on implementing quality management frameworks. The review will discuss and unpack various policies, specifically IQMS and QMS, and explore how such policy implementation may motivate and drive teacher performance.

2.2.2 Quality in Education

Webster (2022) defines quality as the standard by which something is measured compared to similar entities. It is often assessed by contrasting inherent characteristics with specific requirements (Webster, 2022). To evaluate the quality of education, we must establish quality criteria, which serve as benchmarks against which education can be measured (Strydom, 2019). Foundational elements of quality can be drawn from educational research and theory advancements. In the realm of education, at least three distinct categories can influence quality. The first category, referred to as the "treatment category," significantly impacts the quality of education (Laevers, 2015). It encompasses factors such as the classroom environment, teaching styles, subject content, instructional methods, class size, teacher perspectives and their level of training (Laevers, 2015). The second category focuses on evaluating the outcomes of education. It seeks to determine the effects and impacts resulting from the educational process. The third category comprises process variables, which encompass learners' activities within the educational setting. This includes factors like the time each learner dedicates to a task, their level of engagement, their interactions and their approaches to assessing cognitive processes (Laevers, 2015). When assessing the quality of education, there is often a predominant focus on the treatment category, particularly on the curriculum and the teacher's actions (Laevers, 2015). Despite this, there has been relatively little recent research on quality in the South African teaching context.

Quality in education can also be understood through the dimensions of input, process, output and outcomes, with outcomes including performance in subsequent employment (Chapman, 2017). Inputs encompass the number of educators, the availability of textbooks and the extent of teacher training (Chapman, 2017). The process encompasses actual teaching time, the methods employed for active learning by educators and educators and the degree of learner engagement. Outputs are typically measured in terms of test scores and matriculation results. In its most fundamental form, quality education ensures the attainment of specific targets and objectives (Adams, 2018). The curriculum sets specific targets and goals in the South African teaching context. Quality in education may be hindered concerning the curriculum when it is poorly developed, not accepted or received by educators, overly extensive, deviated from by educators, or when textbooks are not

aligned adequately with the curriculum (Chapman, 2017). However, this study argues that quality education is more than just the relevant curriculum; it extends to the well-being of the whole learner.

2.2.3 Developing more effective educators

Educators play a pivotal role in achieving and upholding quality education standards. The appointment of well-qualified educators inherently elevates the quality of instruction. Moreover, when educators receive training and incentives for effective job performance, it naturally enhances the quality of education (Adams, 2018). Ongoing professional development empowers educators, boosting their confidence in their teaching approaches (Burns, 2021). It is essential not to overlook the valuable practice of senior educators mentoring and guiding their novice counterparts (Chapman, 2017).

2.2.3.1 Professional development

It is crucial to recognize that professional and accomplished educators are not born with their expertise; they have dedicated themselves to continuous learning and persistent effort over time (Clercq, 2018). While schools may offer limited professional development opportunities, those educators who seize these chances reap significant benefits. Professional development entails ongoing education and career enhancement, even after entering the workforce (van Niekerk, 2017). This process involves acquiring new skills, keeping abreast of industry trends, and staying up to date in their respective fields (Burns, 2021). The advantages of professional development are many; it bolsters confidence and credibility, increases earning potential and employability, fosters networking opportunities, ensures educators remain updated on the latest educational trends, and can even open doors to future career changes or promotions (Burns, 2021). Teacher professional development encompasses any form of continuing education for educators (Botha, 2013). This is the primary means by which educators can enhance their skills and, consequently, improve student outcomes and, ultimately, the quality of education. Teacher professional development can occur in formal or informal settings (Sims, 2022). Formal settings may comprise conferences, courses, seminars, or workshops, while informal opportunities involve peer learning initiatives or engaging in discussions in the staff rooms (Sims, 2022).

A system that guides the professional development of educators is the Continuing Professional Teacher Development (CPTD) system. As in all professions educators need to grow their knowledge and skills throughout their careers (SACE, 2007). The CPTD system aids educators to organize their professional development in order to achieve maximum benefit. The CPTD system is managed by the South African Council for Educators (SACE). The professional development of educators is mandatory as it forms part of SACE's Code of Professional Ethics for educators (SACE, 2007).

The CPTD system typically includes:

1. **Professional Development Points:** Educators earn points by participating in various professional development activities, such as workshops, seminars, conferences, further education courses or in-service training (Burns, 2021).
2. **Reflection and Portfolio Building:** Educators are often required to reflect on their teaching practices, set goals for improvement and document evidence of their professional development in portfolios (Clercq, 2018).
3. **Implementation and Assessment:** Educators implement what they learn in their classrooms and educational settings. They may undergo assessments or evaluations to gauge the impact of their professional development activities (van Niekerk, 2017).
4. **Periodic Reviews and Renewals:** Educators might undergo periodic reviews or renewals to demonstrate their continued engagement in professional development and maintain their teaching credentials or certifications (SACE, 2007).

This system aims to ensure that educators stay updated with the latest teaching methodologies, technologies and best practices (Gilmour, 2018). It also encourages continuous improvement in teaching quality and student outcomes (SACE, 2007). By fostering a culture of ongoing learning and development, CPTD systems help educators adapt to changes in education, enhance their teaching skills and ultimately benefit the learners they teach (Chapman, 2020).

The paramount reason for educators to prioritize professional development is its direct impact on student learning (Dorneyi, 2019). Embracing lifelong learning educators instil a growth mindset, motivating educators to become active

participants in their own learning journey. This, in turn, fosters a culture of enthusiasm for learning in the learners entrusted to their care (van Niekerk, 2017).

2.2.4 Policy: The difference between IQMS and QMS

2.2.4.1 IQMS

IQMS is designed to enhance and monitor the performance of schools and educators (Clercq, 2018). It utilizes standardized and generic performance areas and it is built upon a comprehensive framework encompassing measurement, the Development Appraisal System (DAS) and Performance Management (PM). The educator component of IQMS involves a self-evaluation by the educator, followed by a peer evaluation, and ultimately, an evaluation by the Departmental heads for each teacher in their department (Pylman, 2015). Within this evaluation process, there are opportunities for comments on how each criterion can be improved in the upcoming year. Nevertheless, this process is often viewed as a lengthy administrative task that needs completion rather than a tool for genuine improvement in the quality of education (Pylman, 2015). As argued by Clercq (2018), the educational landscape in South Africa is complex and characterized by diverse contexts. Schools are dynamic, and a one-size-fits-all approach cannot effectively gauge overall effectiveness and quality in these ever-evolving settings. However, there is a consensus on the need for a baseline set of competencies, particularly in areas like "subject knowledge, pedagogical skills, and societal awareness" (Clercq, 2018), to ensure consistent standards.

2.2.4.2 QMS

Over the past five decades, the South African education system has undergone significant transformations and challenges (Stiyn, 2013). The legacy of Apartheid, which led to disparities in educational quality across different regions, still reverberates within the current system (Clercq, 2018). It is evident that the quality of teaching directly influences learners' achievements, and rectifying past shortcomings is essential to ensure that all learners receive a high-quality education in South African schools. While educators graduate with the necessary qualifications, there seems to be a lack of ongoing professional development. As De Clercq emphasizes, "Education departments should allocate funds and implement a professional development plan" (Clercq, 2018). QMS aims to maximize the

development of educators across diverse contexts, signalling a shift away from reward-based systems towards a more holistic view of teacher development (van Niekerk, 2017). However, implementing QMS has posed continuous challenges to schools (ELRC, 2020). Teacher Unions have been actively engaged in efforts to strengthen Teacher Development (TD), focusing on core concepts, including the need for straightforward policy design for teacher appraisal and development, delinking teacher appraisal from remuneration and salary negotiations, and streamlining and rebranding IQMS (ELRC, 2020). While QMS was finalized in September 2019, the onset of the Covid-19 pandemic resulted in the suspension of training and implementation, with Collective Agreement No. 2 of 2020 occurring on 17 September 2020. School principals (PL4) commenced with the implementation of the QMS from January 2021, whilst implementation for post levels 1 to 3 has begun from 1 January 2022.

2.2.4.3 QMS implementation:

QMS serves as a performance evaluation system tailored for educators within schools. Its purpose is to assess individual performance levels, aiming to elevate overall school performance (Gilmour, 2018). By evaluating educators' alignment with their job descriptions, QMS is crucial in enhancing accountability within our school system (Moloi, 2016).

School Management Teams (SMT) are now mandated to collectively agree on and sign a detailed annual work plan outlining specific improvement targets for the school (ELRC, 2021). Additionally, principals must enter into work plan agreements with their supervisors, namely Circuit Managers. While the majority of principals have already undergone training, Provincial Education Departments (PEDs) have initiated training sessions for educators at post levels 1 to 3 to facilitate the implementation process (ELRC, 2021). In May 2021, the Department of Basic Education (DBE) organized a virtual training session attended by Circuit Managers from the Northern Cape and Whole School Evaluations (WSE) supervisors from all provinces. This session, with a total of 135 participants, aimed to empower Circuit Managers and WSE supervisors in fulfilling their duties related to QMS. Circuit Managers play a direct role in conducting performance reviews and evaluations of principals, as well as overseeing QMS implementation in schools (ELRC, 2021). On

the other hand, WSE supervisors will evaluate QMS implementation during onsite external assessments. The QMS training program has earned endorsement from the South African Council for Educators (SACE), granting participants 5 Professional Development (PD) points upon completion. Facilitated by members of the ELRC constituted National Training Team, this virtual training session proved highly successful (ELRC, 2021).

The foundation of quality management has been established through IQMS, and the success of QMS remains to be discovered as it unfolds. QMS is introduced at school level through Principals, who, upon grasping the necessity of this policy, convey the responsibility to all other staff members (Herzberg, 2017). QMS is described as a performance management system for school-based educators, designed to assess individual performance in pursuit of elevated school performance (ELRC, 2020). QMS is dedicated to scrutinizing whether educators are aligned with their job descriptions and is aimed at ensuring all learners receive exceptional education by assessing the competencies of educators (ELRC, 2020).

Personal development for educators, concerning their efficiency and effectiveness, is a pivotal aspect of QMS, mirroring the approach of IQMS. Like its predecessor, QMS also underscores mutual accountability among educators. Additionally, Heads of Departments receive tools to recognize good performance and address underperformance (ELRC, 2020), among other components. QMS acknowledges the diversity of schools and the different performance levels dictated by their unique contexts (Partelow, 2019). A key emphasis within QMS is on the feedback that educators can expect from the process. QMS employs similar performance standards and criteria as IQMS, although there are variations in the performance standards for different post levels. Educators and Heads of Departments are more focused on teaching capacities, while Principals and SMTs are concerned with the overall governance of the school. Hence, separate appraisal tools are seen as a beneficial feature.

QMS incorporates two formal appraisals, including a mid-year appraisal covering assessments from Term 1 and Term 2, and an annual appraisal conducted at the end of the school year, considering the entire year's assessments (ELRC, 2020). This process is more comprehensive compared to the annual appraisal under IQMS

(Clercq, 2018). Furthermore, informal appraisals are prioritized, emphasizing continuous alignment with performance standards rather than striving to get it right just once a year. Development is a central focus, with information from appraisals contributing to the creation of a tangible and achievable development plan for each educator (Clercq, 2018).

2.2.5 Policy and quality management viewed in international contexts

2.2.5.1 Australia

Australian schools use learner outcomes to determine teaching quality (Deloitte, 2017). There is clear synergy between classroom quality and school quality. Teaching efficacy is measured against learners' outcomes, and this is not only personal outcomes but rather also how it relates against international standards (Deloitte, 2017). International standards that are used include: Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). Educators are accountable to the outcomes of each learner as well as the outcomes of international standards (Deloitte, 2017). The international standards are used to prepare for future years (Chapman, 2020). There are, however, many factors influencing quality and development. These factors include the student factors (it relates to the student's background and context), the school level factors (teaching efficacy, school practice and school management) and lastly, the system level factors (schooling system – autonomy, accountability and resourcing) (Deloitte, 2017).

2.2.5.2 Germany

In Germany, QMS is also being used. It has the same name, but the formulation and implementation thereof are very different from that of South Africa. German schools have seen the need for quality education for more than 150 years (Jodkowski, 2018). Specified standards are used to measure quality within education (Jodkowski, 2018). There is an immense emphasis on the resources available in Germany. The German school context also views educators in this light. It is management's responsibility to manage the resources effectively to ensure quality output (grades). The school management teams are responsible to effectively manage educators (Jodkowski, 2018). The educators are viewed as resources and the learners and parents are viewed as the customers. They use

customer-orientated testing of education quality. Feedback about the educators is required from learners and parents (Jodkowski, 2018). The following process is used in the quality management of educators: Self-assessment, external assessment, delivery of an expert opinion and finally, the holistic feedback form (Jodkowski, 2018). Numerous lessons can be learnt from international contexts, like, in this case, from Germany. QMS has used different policy documents in an attempt to ensure that both self-assessment and external assessments are used.

2.2.6 QMS and teacher willingness

Teacher motivation is a crucial component in the success of any QMS. Educators must embrace the concept of development and appraisal for the system to truly thrive (Mweli, 2022). In this regard, QMS takes a proactive approach by providing comprehensive teacher training before introducing the appraisal system (Botha, 2013). The justification for implementing the QMS appraisal system goes beyond individual interests; it also serves the broader purpose of benefiting educators and learners. It not only demonstrates how educators can develop and grow but also highlights the potential advantages for learners (Carter, 2020). While extrinsic factors that motivate educators to engage with the appraisal system remain similar to those of IQMS, intrinsic motivators such as personal fulfilment, growth, development and the opportunity for learners to receive a better education offer benefits to the state, school management and educators alike.

2.2.6.1 Motivation of educators

As per Dornyei (2013), motivation refers to the reason to move and the underlying reason for that movement. This movement implies a deliberate direction chosen by individuals (Dornyei, 2013). When it comes to implementing policy, some educators will progress and embrace change, while others may remain stagnant (Clercq, 2018). Opting for growth entails a continuous effort, as maintaining momentum in the same direction requires dedication (Dornyei, 2013). In the past, motivation was primarily seen as an unconscious drive influenced by emotions and human instincts (Moloi, 2016). However, in the 20th century, motivation has evolved into a conscious cognitive process, where each teacher must make decisions that shape their actions and motivations (Bowen, 2019). Emotions and past experiences still play a role in influencing the chosen course of direction. Teacher motivation significantly varies

across different contexts, with South African history allowing ample space for emotions to influence present decision-making (Moloi, 2016). Educators must consciously decide not to be solely driven by emotions (Botha, 2013). This process necessitates an initial motivational spark, but the study focuses on the sustained effects of actions and various expressions of motivation (Qonde, 2021).

The sheer quantity of educators in South Africa is not a cause for concern (Qonde, 2021). In 2019, 211,274 learners enrolled to study for an Education degree, and 47,492 educators graduated in the same year (Pylman, 2015). South African schools employ roughly 410,000 educators. Given this significant number, it is imperative to delve into the continuous motivation of educators to ensure they all align towards a common goal (Pylman, 2015). The motivation to work, develop, and grow provides educators with a sense of accomplishment and achieving high-quality performance results in job satisfaction (Herzberg, 2017). Motivation can further be categorized into achievement, affiliation and power, all of which are dynamic and subject to frequent changes (Partelow, 2019)

Motivation is not a one-time occurrence; it demands ongoing attention. While the initial spark is relatively easy to identify and get educators moving, true motivation should evolve through complex mental processes that delve into the "why" (Dornyei, 2013). Understanding the "why" requires thorough planning, goal setting, taking action, and evaluating outcomes (Clercq, 2018). It should be an active process rather than something that simply happens as time passes. Motivation is influenced by an individual's beliefs, values and attitudes (van Niekerk, 2017). Motivation to work, develop and grow offers educators a sense of achievement, and quality performance contributes to job satisfaction (Herzberg, 2017).

The policy aims to motivate educators to perform optimally by offering rewards or incentives (Partelow, 2019). The incentive-based approach, prevalent in IQMS, was found to be flawed, leading to the development and implementation of a new policy, QMS, which places less emphasis on incentives (Pylman, 2015). Goal-directed behaviour should not solely revolve around pursuing incentives; it should also encompass forward-looking strategies to achieve new goals (Mweli, 2022). This form of motivation is linear and one-dimensional (Herzberg, 2017). Reward-driven motivation can be misconstrued as purely extrinsic, yet educators who set and work

towards goals tap into intrinsic motivation; rewards attained through goal achievement should not be viewed negatively (Heckhausen, 2018)

2.3 CONCEPTUAL FRAMEWORK

Numerous theories in the literature offer valuable insights into comprehending both QMS and professional development. This study employed a conceptual model founded on two pertinent theoretical frameworks: Sims' Four Purposes for Professional Development (IGTP theory) and Gilmours' Factors to Improve Teacher Quality.

2.3.1 Main principles of the IGTP theory:

The IGTP theory, conceptualized by Sam Sims in 2022, serves as a theoretical framework for effective teacher development, elucidating the collaborative efforts of educators and departmental heads in fostering continuous professional growth. This theory is underpinned by four core objectives, each represented by an initial letter in IGTP:

- Instil Insight (I)
- Motivate Goals (G)
- Teach Techniques (T)
- Embed Practice (P)

Each of these objectives is accompanied by several mechanisms, which are entities and activities crucial to the impact of professional development on teaching and learning. The overarching aim is to enhance the quality of education (Sims, 2022). Each purpose (IGTP) is considered achieved when the associated mechanisms have been successfully addressed. Here are the mechanisms associated with each purpose:

- **Instil insight (I):**
 - Manage cognitive load
 - Revisit Prior Learning
- **Motivate goals (G):**
 - Goal setting
 - Credible source
 - Praise or reinforcement
- **Teach techniques (T):**
 - Instruction
 - Practical social support
 - Modelling
 - Feedback
 - Rehearsal
- **Embed practice (P):**
 - Prompts or cues
 - Action planning
 - Self-monitoring

- Context-specific repetition

When the mechanisms are diligently followed and implemented, the associated purposes naturally unfold as a result. When analysing these mechanisms, it is essential to discern the cause-and-effect relationships and identify spontaneous and passive changes. This theoretical model necessitates proactive involvement from both educators and school management, including principals and departmental heads (Sims, 2022).

For the successful implementation of QMS, active participation and commitment from educators are imperative. In the following sections, a brief overview of each of the four purposes was demonstrated and a discussion on how the associated mechanisms may be effectively utilized will follow.

2.3.1.1 **Instil insight (I) – Manage cognitive load, Revisit prior learning.**

Educators typically meet specific quality standards as prerequisites for their appointments, such as holding an education degree or diploma. However, the enhancement of teaching quality occurs when educators develop a deeper understanding of teaching and learning. It is essential to assess teaching quality before embarking on developmental activities. It is important to recognize that teaching quality varies among educators, and a one-size-fits-all approach should not be employed for planning developmental activities.

The initial step in the QMS process involves educators' self-evaluation against specific performance standards. This self-evaluation directs educators' attention towards their strengths and weaknesses. It is crucial not to overwhelm educators with numerous professional development tasks; the focus should remain on a single idea or task, eliminating redundant information (Sims, 2022). Re-teaching the same subject knowledge multiple times a day can reinforce memory retention. Furthermore, educators should consistently receive information about various aspects of QMS and how it benefits them, their learners, and the school as a whole (Sims, 2022).

Departmental heads are responsible for annually distributing the workload among educators and ensuring effective management of all educators in their departments.

Educators should participate in both formal and informal training to prevent the loss of previously acquired knowledge. They must also be informed about career development opportunities and be aware of areas where they need improvement in relation to quality criteria. Departmental heads, school management, and the principal should guide educators to progress in knowledge rather than simply chasing titles.

2.3.1.2 **Motivate goals (G) – Goal setting, credible source, praise or reinforce.**

Educators should be motivated to initiate specific changes in their daily practices. The self-evaluation tool enables educators to establish realistic and achievable goals for themselves. In collaboration with departmental heads, educators should mutually agree on an area that requires improvement or change (Sims, 2022). This joint effort directs the teacher's focus toward the targeted change. Instead of seeking input from peers or learners regarding the change, it is more appropriate for school management or departmental heads (recognized as credible sources) to provide clear and objective feedback (Sims, 2022).

Educators receive feedback from departmental heads on a biannually, with the appraisal instrument completed in June and November. Each teacher has an individual feedback session with the departmental head. These sessions can also be utilized to establish realistic goals for enhancing teaching quality. The June appraisal is intended for self-assessment and may not be documented (ELRC, 2021). Subsequently, educators have the opportunity to work on their goals to enhance their teaching quality, with the composite score sheet from the November appraisal being the only recorded evaluation (ELRC, 2021)

In addition to the formal assessments, educators should set quarterly goals for themselves. These goals should be measurable, well-documented, realistic and have specific time frames (Mweli, 2022). When goals are achieved or progress is made towards a goal, educators should receive recognition and positive reinforcement, thereby fostering a continued goal-oriented approach. Moreover, educators should guide learners in setting quarterly goals for themselves (Sims, 2022).

2.3.1.3 **Teach techniques (T) – Instruction, practical social support, modelling, feedback, rehearsal.**

At this point, the teacher should be well aware of the need for change in light of the aforementioned purposes. Input from departmental heads plays a crucial role in this process, as educators seek to avoid making changes that might ultimately prove to be counterproductive (Sims, 2022). This purpose should come naturally to educators, as it is integrated into their daily routine. The prevailing policy document governing quality management is QMS, essentially serving as the guiding instruction for all educators. Educators engage with their colleagues on a daily basis, and informal social support naturally occurs without formal organization within the school's core activities (Sims, 2022). Departmental heads are responsible for offering feedback based on their observations of educators' lessons on two occasions annually. Educators should be well-prepared to maximize each teaching opportunity; a concept that can be likened to rehearsal.

2.3.1.4 **Embed practice (P) – Prompts/questions, Action planning, self-monitoring, context-specific repetition.**

It's crucial to remind educators to consistently implement newly acquired behaviours and resist reverting to their previous practices (Sims, 2022). When educators prioritize their individual teaching quality, they are more likely to progress towards professional development, recognizing that past behaviours may not always be suitable for the future (Sims, 2022). Educators should be mindful of the timing and methods for implementing changes. Educators are encouraged to engage in self-evaluation as part of the QMS document. Maintaining a journal to track personal growth and utilizing calendars and planners to ensure lesson schedules are adhered to, can be valuable tools for educators. It is important to acknowledge that the context of each teacher may vary; the way a primary school teacher plans weekly lessons will differ significantly from that of a high school teacher.

2.3.1.5 Diagram representation of IGTP framework adapted from Sam's 2022

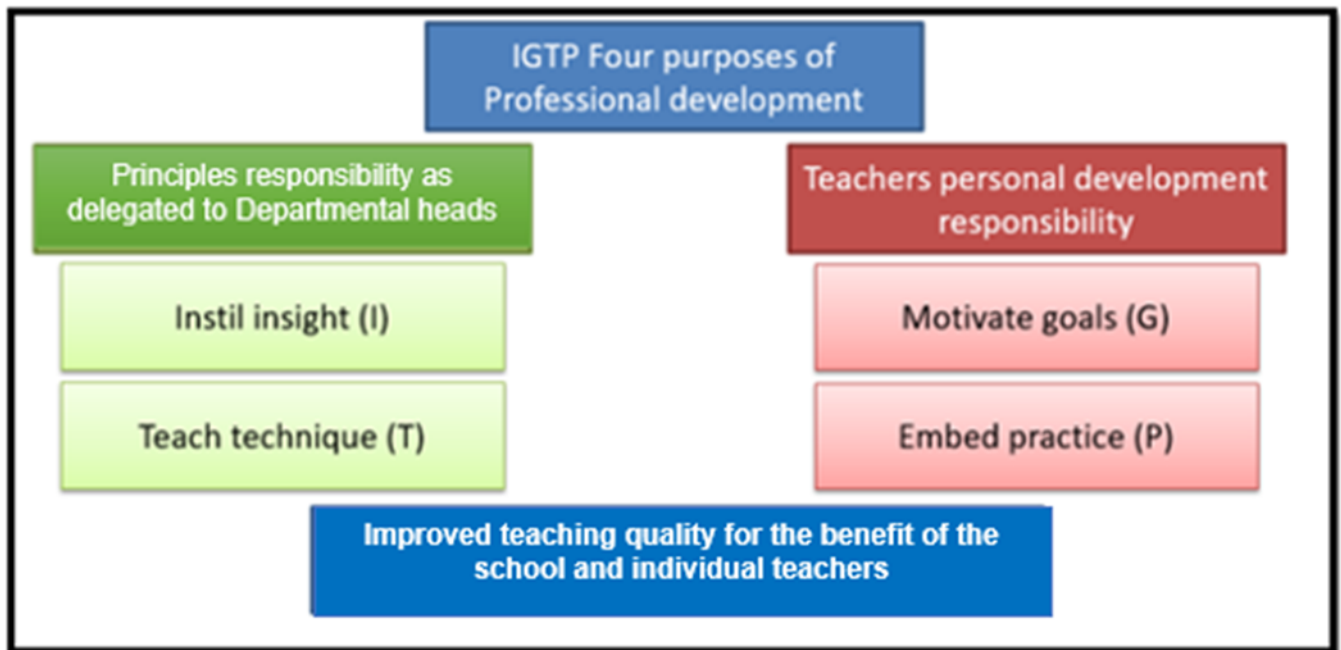


Figure 1: IGTP Four purposes of professional development

2.3.2 Factors to improve teacher quality by Gilmour 2018

Another theoretical framework with the potential to enrich the study is the "Theoretical Framework for Indicators of Teacher Quality" as proposed by Gilmore in 2018. This framework dissects the indicators of teacher quality, specifically focusing on knowledge, skills and student outcomes. The framework considers knowledge and skills as intertwined components due to the similarities they share (Gilmour, 2018).

2.3.2.1 Knowledge and skills can be broken down into the following topics:

Content Knowledge – Proficiency in content knowledge enables effective teaching by enabling educators to access information flexibly, tailor their instruction and address learners' inquiries (Gilmour, 2018). Educators with a degree should possess a deep understanding of the subjects they teach, aligning with South Africa's requirement for educators to hold an Education degree or diploma.

Years of Experience – Experience serves as an indicator of a teacher's accumulated skills and knowledge acquired through practical, on-the-job learning. More experienced educators tend to be more confident, as they have become adept

at employing effective instructional strategies, managing their classrooms, adapting curriculum and fostering human capital growth within their schools. On average, educators in their first three years of teaching are often less effective than their more seasoned counterparts. Years of experience also reflect skills refined through practice in front of learners (Gilmour, 2018).

Certification – Effective teaching encompasses pedagogical practices and classroom management. Certification can be seen as a measure of these skills, as well as the specific knowledge and training required to work with particular student demographics (Adams, 2011). Certification fosters a shift towards a constructivist approach, wherein educators disseminate information and encourage learners to inquire and create their own understanding (Gilmour, 2018).

Evaluation Scores – It is essential to evaluate specific instructional practices to assess learners' comprehension of concepts. Relying solely on test scores for evaluation may unfairly disadvantage some educators, as they might appear to have lower scores compared to others. (Gilmour, 2018) Teacher evaluations should not be based solely on test scores or averages, as the subject matter being taught plays a significant role. For instance, a teacher instructing in Physical Science might have a lower average compared to a teacher teaching Life Orientation.

2.3.2.2 Student outcomes

Teacher Value-Added Models (VAMs) like factors to improve teacher quality by Allison Gilmour 2018 aim to estimate the average progress made by students attributed to their teacher by disentangling variations in scores attributable to the teacher from variations influenced by student, classroom and school-related factors (Gilmour, 2018). However, VAMs based on prior value-added assessments by educators may yield inaccurate results. Educators who exclusively grade their own learners' work may exhibit bias and tend to assign borderline grades more generously, directly affecting teaching quality. To mitigate this bias, using a more neutral approach, such as random assignment of assignments (not specific to a particular class), can produce more accurate scores. It is important to recognize that student outcomes cannot be solely attributed to one particular teacher, as multiple educators have contributed to a student's progress.

2.3.2.3 Indicators of teacher quality framework

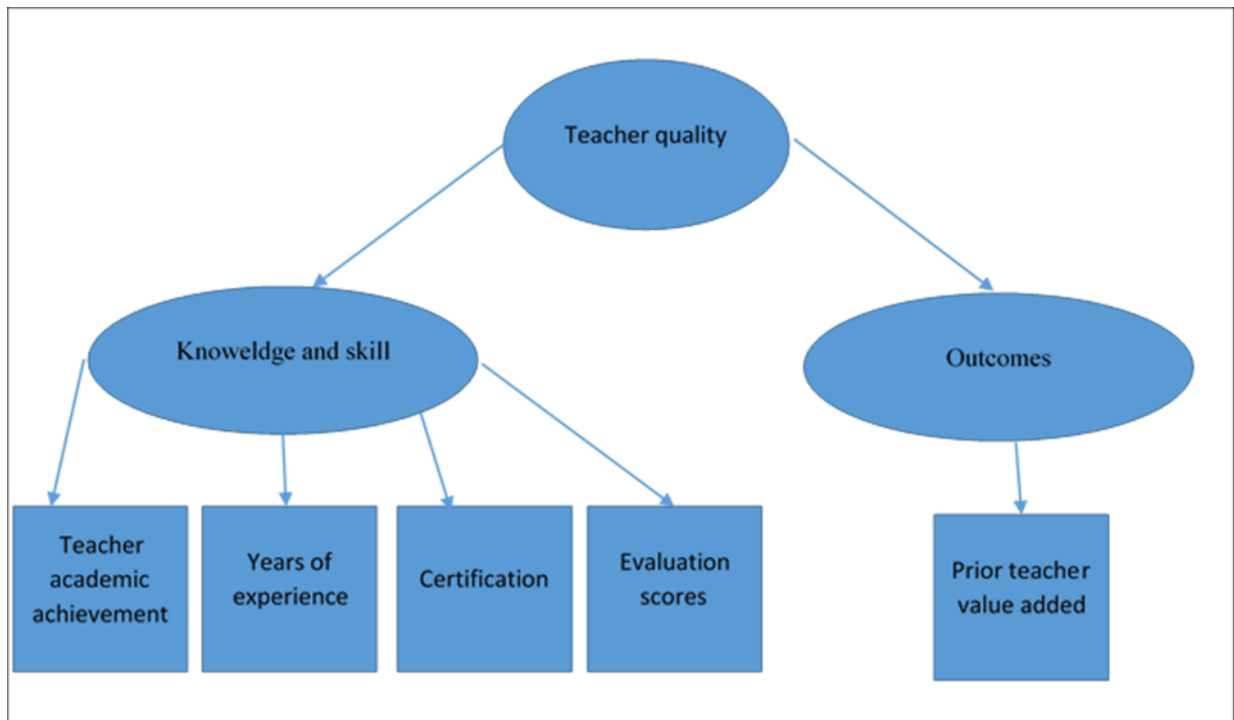


Figure 2: Indicators of teacher quality framework (adapted, Gilmour, 2018)

2.3.3 Exploring the relationship between two theories in the study

The research aims to investigate the influences that QMS may have on the professional development of educators. A conceptual framework that combines the purpose of QMS and professional development has been adapted. The four purposes begin with - I (Instil insight) educators need to be made aware of QMS and how it may aid them in their careers; researching the reason why educators are developed professionally or why not, also guiding educators to understand why quality management may have a result on professional development. G (Motivate goals) QMS guides educators to set goals for themselves. This theory ensures research is done about the motivation of educators not only to attain good results but also to set goals to ensure continuous positive strides regarding teaching quality. The T (Teach techniques) guide research to show how different educators may respond to different teaching techniques. Finally, the P (Embed practice) fits this study well. Educators need to implement all that can be learnt from policies concerning quality management and professional development. QMS should be discussed and implemented continuously.

2.3.4 Connection between the Conceptual framework and the research problem

The research problem directly addresses the need to implement QMS in schools and, subsequently, investigates how QMS may impact educators' professional development. Therefore, a comprehensive conceptual framework is essential to effectively encompass both aspects. One theoretical framework, proposed by Sims (2022), centres on professional development, while the other, presented by Gilmour (2018), focuses on teacher quality. By merging these two theoretical frameworks, this study focuses primarily on professional development and quality management. The study's primary aim is to examine the influence of the QMS on educators' professional development, and the utilization of both theoretical frameworks enhances the study's value. The diagram below illustrates the conceptual framework as adapted from Sims (2022) and Gilmour (2018):

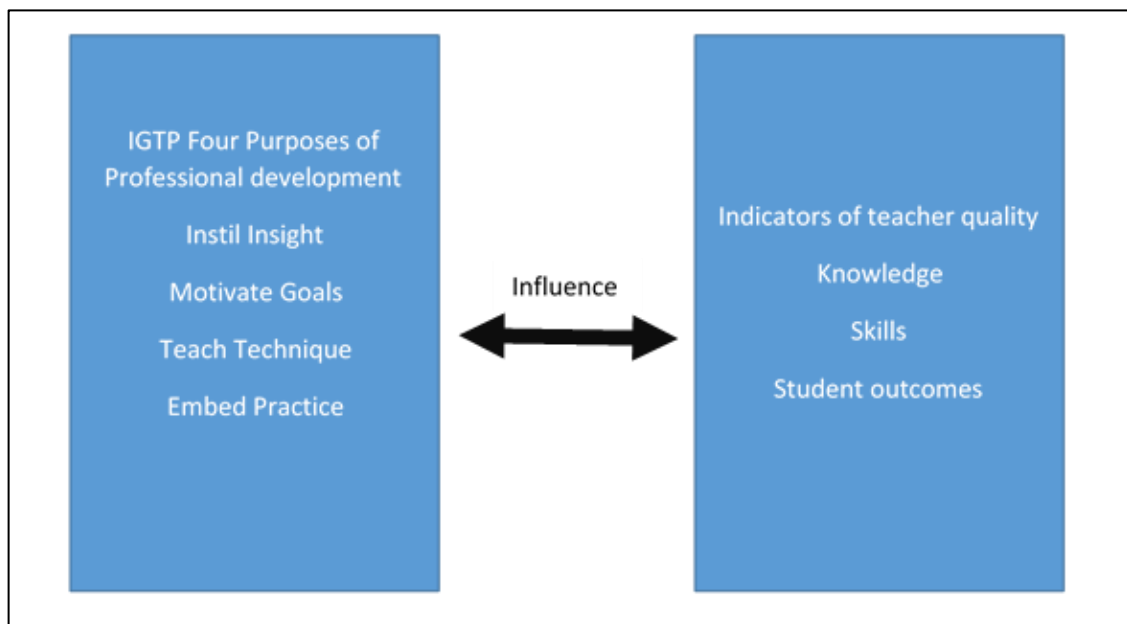


Figure 3: QMS and Professional Development Conceptual Framework (own construct, adapted from Sams (2022) and Gilmour, (2018)

This study explores the influence that QMS may wield on the professional development of educators. The component of the model focusing on teaching quality indicators highlights the imperative need for quality management and elucidates the direct influence educators have on the outcomes achieved by learners (Gilmour, 2018). Meanwhile, the IGTP component of the model delineates the activities that can be employed to advance professionally (Sims, 2022). This

study does not isolate the examination of QMS and professional development; instead, it delves into the confluence of both theories, aligning with the study's title. The strategies and policies that heads of departments can enact to facilitate educators' growth in skills, knowledge and professional development are pivotal to moulding educators of the highest quality who instil lifelong learning and a positive attitude towards learning in their pupils (Sims, 2022). The IGTP theory necessitates a collaborative partnership between educators and school management, distributing responsibilities to both parties. Similar to this conceptual framework, QMS also demands a dual partnership between educators and the school (Sims, 2022). The principal shoulders the responsibility of QMS implementation, yet this authority is typically delegated to departmental heads. Educators must work harmoniously with their departmental heads to reap the benefits of adhering to the QMS process.

Quality management within a school cannot rest solely on the shoulders of the principal or department heads. The indicators of teacher quality place a significant responsibility on each individual teacher (Gilmour, 2018). Individual educators must foster their own advancement in knowledge and skills (Gilmour, 2018). Educators can progress in knowledge and skills through personal academic achievements, accumulated years of experience, certification and their evaluation scores (Gilmour, 2018). By integrating both theoretical frameworks, this study prioritizes both teacher quality and professional development.

Departmental heads play a vital role in imparting insight and teaching techniques to the educators (Sims, 2022). Educators, in turn, should establish and pursue their own goals and ensure that effective practice is embedded and consistently maintained. This theoretical perspective does not view the roles of departmental heads and educators as separate entities (Sims, 2022). Quality management should be the concern of all staff members, not solely because the Department of Education expects it but also because it holds the potential to enhance teaching quality and professional development within the school. This theory guides both educators and principals/departmental heads, emphasizing the necessity for collaboration (Sims, 2022).

2.4 Summary of Chapter Two

In this chapter, the available literature has been thoroughly examined, and QMS and multiple dimensions of quality within international contexts have been discussed. The researcher acknowledges that quality is a multifaceted concept that cannot be studied in isolation, given its many contributing factors. In addition to quality, this chapter delved into the motivation of educators and the concept of professional development. Furthermore, the conceptual model introduced in Chapter Two was discussed. Drawing from the insights gained during the literature review, the researcher combined concepts from a theoretical framework addressing factors that enhance teacher quality with concepts from a theoretical framework focused on professional development.

Chapter three, provides an in-depth exploration of the research paradigm, approach, design and methodology employed to address the research questions. This chapter also outlines ethical considerations and the steps taken to ensure the study's credibility.

3. CHAPTER 3 – RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1 Introduction to the Chapter

Chapter 2 offered a comprehensive literature review covering topics such as quality, quality in South Africa, enhancing teacher effectiveness, reviewing policy documents related to quality management and lastly educators' motivation. Additionally, the chapter introduced the conceptual model employed in this study. Chapter 3 now shifts the dissertations' focus to a structural perspective, providing an extensive exploration of the research approach, paradigm, procedures and methodology adopted for this study, along with a justification for their selection.

3.2 Research approach

This study adopts a qualitative research approach with the primary aim of comprehending the QMS within a secondary school context, along with an exploration of how the policy is executed across different post levels. Qualitative research is geared towards exploring human behaviour, experiences and motivations. This approach was chosen as it aligns with the objective of investigating the impact of QMS on professional development. While qualitative research offers several advantages, it is not without limitations.

Cresswell (2017) highlights that one of the advantages of employing a qualitative research approach is its capacity to address questions related to the dynamics of interpersonal relationships. Qualitative research is particularly well-suited for yielding in-depth descriptions of processes from the participants' perspectives, making it ideal for exploring lived experiences. Moreover, it provides a platform for participants to voice their thoughts and enrich the data with insights from their own experiences. Qualitative research enables the researcher to directly observe, engage with and capture the participants' viewpoints. Nonetheless, qualitative research has its limitations. One limitation of this study is the sample size, which restricts the generalizability of the findings to a broader population. Despite the small sample size, the study amassed a wealth of data from various perspectives, which presented challenges during the analysis process. Additionally, doing the interviews in Afrikaans necessitated transcription and translation, which proved to be a time-

consuming endeavour. However, doing interviews in the participant's home language allowed the researcher to gain a deep understanding of the participants' perspectives, emotions and experiences, enabling a hands-on engagement with the data. This meticulous transcription and translation process ensured accurate, rich data.

3.3 Research paradigm

The research paradigm best suited for this study is Constructivism, which acknowledges that there is no single reality but rather multiple, diverse realities that must be interpreted. A paradigm encompasses a model or framework that comprises various themes, worldviews, ideologies and mind sets. It represents a set of shared beliefs and agreements among researchers about how problems are understood and addressed (Cresswell, 2017). Constructivism suits this study as all participants have different experiences, which came to light during the interviews. The data gathered through the interviews aids the researcher in constructing new meaning.

3.3.1 Ontology

Ontology delves into the nature of reality. It encompasses the study of existence and how things exist, organizing them into different categories (Cresswell, 2017). It seeks to address what is considered real. Realism suggests the existence of a single reality, while relativism acknowledges the presence of multiple realities (Moon, 2017). Constructivism recognizes that different realities are used to construct new knowledge and meaning. Educators share their knowledge and experiences in this paradigm, and new meaning is constructed based on new information. Each teacher is influenced by both internal and external motivators, aligning with the principles of relativism and constructivism. The realities of 8 different educators were recorded and analysed to gain new knowledge.

In the context of this study, educators utilized policies to assess their current performance, and these policies aim to facilitate professional development. Educators interact in the same environment daily, sharing their personal stories and classroom experiences with one another. These informal conversations serve as a

platform for constructing new knowledge, and they significantly impact the motivation of all educators.

3.3.2 Epistemology

Epistemology is the branch of philosophy concerned with the theory of knowledge and encompasses the assumptions and beliefs about the nature of knowledge (Cresswell, 2017). It addresses questions related to the nature of knowledge, methods of acquiring knowledge, the validity of knowledge and the scope of knowledge that is used to justify differences of opinions or beliefs (Maree, 2016). Meaning is derived from the dynamic interaction between a subject and an object, where the subject constructs their understanding of reality about an object (Maree, 2016).

In this context, educators serve as the subjects, while knowledge pertains to quality management and motivation is represented as the object. Educators hold various opinions and beliefs about teaching and the most effective methods. They also possess different motivations or demotivation that drive their behaviour. Epistemology serves to justify the diverse perspectives held by educators. Despite working with QMS for a year, limited evidence exists on the system's effectiveness. Regular interactions among educators create opportunities for the sharing of knowledge. There is a recognized need to establish formal learning opportunities that can effectively motivate educators to deliver high-quality classes consistently.

3.4 Research design

Qualitative research involves extensive data collection to achieve an in-depth understanding of a subject (Maree, 2016). For this study, a case study design was adopted. Hendricks (2006) defines a case study as an in-depth analysis of a single unit, individual, group or institution. The study aims to emphasize the benefits of QMS while seeking to establish the connection between QMS and professional development. It will approach the case study and interviews from a social constructivist perspective, considering the multiple realities and complexities of different worldviews and actions. The new information gathered will encompass a broad range of data to ensure accurate and objective findings (Cresswell, 2017). The research questions play a pivotal role in determining the most appropriate

research design, as they serve to unify the study (Nieuwenhuizen, 2016). Given the study's title and research question, the nature of this research is qualitative, as it centres on gathering information based on educators' opinions and experiences (Cresswell, 2017).

3.5 Research Methodology

Qualitative research focuses on gathering narrative data about variables over a period of time (Hendricks, 2006). Qualitative research encompasses various methods, such as case studies, action research, life history research, phenomenology and grounded theory. As described by Leavy (2017), qualitative research is primarily exploratory in nature and is used to gain an understanding of underlying reasons, opinions and motivations. It provides meaningful insights into specific problems. Interviews are a commonly employed method in qualitative research (Leavy, 2017). For this study, qualitative research is the most suitable approach. The research questions require answers to open-ended questions that cannot be adequately captured through close-ended questionnaires (Marusters, 2013). Interviews offer a more effective way to elicit open and honest responses from educators. Face-to-face interviews allow educators to express their emotions and experiences, which can be a valuable source of information (Leavy, 2017).

The study employed a case study design, providing a holistic perspective on the research topic. Case studies also allow for exploring different educators' personal experiences, such as the differences between IQMS and QMS and how QMS addresses the gaps found in IQMS. Additionally, interviews with educators from different post levels add a subjective dimension to the study, capturing their emotions and perspectives. The interviews were conducted in an informal setting and recorded to capture all relevant details.

3.5.1 Research site

This mini dissertation was conducted at a single secondary school in the Tshwane region of the Gauteng province. I initially employed a convenience sampling method to select the participating school, which was primarily driven by its location in the same district where the researcher resides. The chosen school also happened to be the one where I am employed, further contributing to the convenience sampling

method. The familiarity between myself and the participants facilitated the approach, as we were already acquainted. I ensured professionalism, which aided in creating boundaries between personal relationships and the research context (Bowen, 2019). I used structured research methods – standardised research tools like the questionnaire and structured interviews were used to gather data – this helped maintain consistency and reduced the influence of personal biases during data collection (Maree, 2016). I made a point not to use leading questions. The validity was ensured by making use of triangulation and comparing primary data with relevant literature and policy documents (Carter, 2020). I ensured the sample included a variety of educators, not limited to those within my comfort zone. It is important to note that the secondary school in question is a public Afrikaans medium institution.

The Gauteng province is divided into 16 districts, with four of them located in the Tshwane region. This specific study was carried out in the Tshwane South district (D4). Gauteng is one of the country's six major metropolitan cities and houses 598 schools, catering to 448,720 learners and employing 16,258 educators (Qonde, 2021). The province features schools across various quintiles, including Quintile 1-5 schools. There are 149 Quintile 1 and 2 schools, 77 Quintile 3 schools, 113 Quintile 4 schools and 122 Quintile 5 schools in Gauteng (Qonde, 2021).

The school quintile is a mechanism that aims at improving equity in financing education. Each school is ranked into one of five quintiles, with quintile 1 (Q1) being the poorest and quintile 5 (Q5) being the least poor, based on rates of income, unemployment and illiteracy within the school catchment area (Jean Fourie, Kershny Guyen, Thomas Bourne, 2015, pp. 167-175). Schools in Q1 and Q2 are no-fee schools and considered as low-income schools, while Q3 schools are middle-income ones. Schools in Q4 and Q5 are fee-paying and regarded as high-income schools (Jean Fourie, Kershny Guyen, Thomas Bourne, 2015, pp. 167-175). The low-income schools receive up to six times more funding from the government than the higher-income schools.

The study emphasizes these quintiles' importance in the study's context, as it revolves around quality management and its impact on professional development. Quintiles 1 and 2 schools, which make up 25% of schools in Gauteng, receive

complete government subsidies and are typically located in historically disadvantaged areas. On the other hand, 20% of schools in Gauteng are classified as Quintile 5, indicating that they are the least financially dependent on the government. While the study primarily focuses on quality management and professional development, it acknowledges that school finances may influence the difference in educational quality. This study was conducted at a Quintile 5 school, and future studies should explore Quintile 1 schools to gain a comprehensive understanding of quality in various forms of education in South Africa.

3.5.2 Sampling and selection of participants

Sampling refers to the process of selecting a specific category or group to be included in a research study (Maree, 2016). In the context of this qualitative study, convenience and purposive sampling was used and ensured that participants from similar contexts were selected to provide rich and meaningful data based on their experiences (Maree, 2016). This study focused on the secondary school context. Several sampling methods exist, including convenience, purposive and snowball sampling. Convenience sampling is a non-random approach where participants are selected based on factors like proximity, willingness to participate, accessibility and availability (Maree, 2016). Purposive sampling, on the other hand, involves selecting participants according to specific predetermined criteria set by the researcher, and it is not random. Snowball sampling occurs when participants assist in identifying other potential participants (Maree, 2016). Purposive sampling is employed when the researcher wants to ensure that the chosen participants can provide valuable insights to answer the research questions meaningfully, leading to a comprehensive and meaningful study. It is a hybrid approach that involves selecting groups displaying variations in a specific phenomenon (Maree, 2016).

The school selection in this study initially involved convenience sampling, as the researcher chose to work with educators from the same secondary school located close to the researcher. After this initial selection, the study followed a purposive sampling approach. Given the limited scope and size of the study, a small sample of eight participants were used. These participants are all educators from a secondary school in the Tshwane South District (D4). An essential criterion for selection was that all participants had to have five or more years of teaching

experience to ensure they had experience with both IQMS and QMS. The sample includes three post-level 1 educators, two departmental heads (post level 2), one deputy principal (post level 3), the principal (post level 4), and the QMS resource person.

The differentiation among the four post levels in the QMS process, their varied roles and responsibilities, made this sample ideal for the study. The deputy principal and principal are responsible for QMS at a managerial level, departmental heads oversee QMS within their respective departments, including tasks such as class observations, score allocations and feedback sessions. Post level 1 educators make up the largest percentage of educators in the school, and the assumption is that these educators significantly influence quality in their classrooms, which, in turn, may impact overall school quality. Since the QMS responsibilities differ for each post level, including representatives from all post levels in the sample is essential. The QMS resource person plays a crucial role in communication from the Department of Education. Their in-depth knowledge of the QMS process and responsibility for its implementation makes their insights valuable to the study.

3.5.3 Research methods

Data collection refers to the process by which a researcher accumulates data and information through various methods (Maree, 2016). This process encompasses a range of techniques, including systematic questionnaires, defined research inquiries and assessment outcomes. Qualitative research is particularly well-suited to addressing questions of "why" and "how" (Leavy, 2017). Qualitative data collection methods generally involve open-ended questions and descriptive responses with limited or no numerical values. These methods are highly effective for gaining insight into the thoughts and behaviours of the research subjects (Marusters, 2013).

3.5.3.1 Semi-structured interviews

In this study, semi-structured interviews were employed as the primary data collection method, as they offer the advantage of prepared questions while allowing participants the freedom to express their views in their own words (Maree, 2016). Using a set of consistent questions for all participants ensures reliable and comparable qualitative data (Leavy, 2017).

To facilitate the semi-structured interviews, it is essential to record each session, as it is impractical to document all details manually (Cresswell, 2017). Recording interviews, with participants' consent, and subsequently transcribing them is a necessary step for proper documentation and future reference. It enables the researcher to review and analyse the interviews and identify commonalities among the responses provided by the various participating educators (Marusters, 2013). In addition to the interviews and recordings, field notes were taken during the research process. Field notes are brief, shorthand notations that capture important comments and observations (Leavy, 2017). They helped the researcher document various situations and environments, enhancing the study's comprehensiveness (Hammersley, 2018). Field notes provided a detailed account of the educational setting and guided the researcher in describing visual cues and contextual information. Moreover, they serve as an ongoing record and can be used as diaries for continuity. These notes are valuable for document analysis as well.

However, it is essential to acknowledge some limitations associated with field notes. They can be time-consuming to create and are somewhat subjective, influenced by the researcher's personal beliefs and biases (Hammersley, 2018). Additionally, field notes may not always be reliable, as the conditions in the educational setting cannot be replicated for verification (Hammersley, 2018).

3.5.3.2 Document analysis

Document analysis is a systematic method used to review and assess various documents (Bowen, 2019). In qualitative research, document analysis can be effectively combined with other research methods as a form of triangulation (Bowen, 2019). For this study, document analysis encompassed an examination of the IQMS and QMS policy documents, in addition to requests for internal documents from the participating schools that outline how the QMS policy is put into practice (Bowen, 2019). While document analysis did not serve as the primary research method, it will complement other methods such as interviews and field notes (Cresswell, 2017).

Documents provide valuable context about the operational environment of the research participants, aiding the researcher in gaining insights into the subject matter (Bowen, 2019). Moreover, these documents may suggest specific questions that need to be addressed regarding QMS. The information and insights derived

from these documents serve as essential additions to the researcher's knowledge base (Bowen, 2019). Comparing the changes that have occurred from IQMS to QMS through these documents will enable the researcher to track developments in the policy (Cresswell, 2017). However, it is crucial to recognize the limitations of document analysis, including potential shortcomings in terms of detail, retrieval difficulties and biased document selection (Bowen, 2019). As a result, document analysis has been integrated with other research methods for a more comprehensive understanding.

3.5.3.3 Triangulation of data

As previously highlighted, method triangulation is a qualitative research approach involving multiple methods to comprehensively understand the subject matter (Carter, 2020). For this study, the triangulation methods encompassed interviews, field notes and document analysis.

3.5.4 Data Analysis Process

This study is grounded in the social constructivist theory, which emphasizes that information collected during interviews contributes to the researcher's evolving understanding and informs the development of new research questions (Leavy, 2017). Semi-structured interviews were conducted and recorded with the interviewee's consent (Nieuwenhuizen, 2016). Field notes were recorded in shorthand during the interviews to capture non-verbal cues, emotions and body language, which was challenging to record digitally (Nieuwenhuizen, 2016). Thematic analysis was employed for the data derived from these interviews, aiming to identify, analyse and interpret patterns within the qualitative data. The recorded interviews were transcribed, and a thematic analysis software tool, Atlas.ti, was used to identify categories and groupings from the interviews, which will help manage and analyse the data.

3.5.5 The role of the researcher and reflexivity

The researcher's roles and responsibilities are of paramount importance in conducting this study. To begin with, the researcher took on the task of designing and planning the study, ensuring that all research methods were aligned with the main research question. The research question remained at the forefront of the

planning chapter, guiding the choice of research paradigms, methods and approach. The researcher actively participated in the data collection process, with a hands-on approach. For the interviews, the researcher crafted questions that directly related to the main research question and sub-research questions. Each interview was conducted with meticulous care, recorded and subsequently translated and transcribed by the researcher. In the data analysis phase, the researcher employed Atlas.ti to aid the analysis (Carter, 2020). The themes for data analysis were determined based on the research question and sub-research questions, ensuring alignment with the study's primary purpose. Additionally, the researcher interpreted the findings and contextualized the data within the existing literature. Throughout the research process, I adhered to ethical guidelines, maintaining the highest standards of integrity and ethical conduct.

The concept of reflexivity was also diligently applied, with the researcher critically examining and acknowledging their own perspectives, biases, values and subjectivity (Burns, 2021). The researcher took deliberate measures to ensure objectivity, aligning the research questions with the study's purpose. Furthermore, the predetermined sample selection prevented bias based on personal comfort, and the researcher continually engaged in self-reflection, redirecting her focus to the research questions whenever bias was identified. This approach helped maintain the study's objectivity and integrity.

3.6 Ethical Considerations

3.6.1 Informed consent

Informed consent is a crucial ethical requirement, necessitating that individuals provide explicit agreement to participate in the study (Korstjens, 2018). The consent form serves as a vital trust agreement between the researcher and the participants (Korstjens, 2018). Each participant was required to complete a consent form affirming their willingness to partake in the study and their acknowledgement of their role in it.

3.6.2 Voluntary participation

It is crucial that individuals never experience any form of coercion to engage in a study (Korstjens, 2018). This encompasses avoiding any form of manipulation or

deception when seeking an individual's cooperation (Korstjens, 2018). While participants are encouraged to join the study, they are not obligated to do so. They have the freedom to withdraw from the research program at any time (Maree, 2016).

3.6.3 Anonymity

Whenever feasible, researchers strive to assure participants that their provided data will be kept confidential and would not be linked back to them in reports, presentations, or other dissemination methods (Korstjens, 2018). Participants' identities remained undisclosed, and they were simply referred to as high school educators. The name of the school was also kept confidential and not disclosed.

3.6.4 Pseudonyms

A pseudonym is a fabricated name used to protect the identity of a person, group or location (Korstjens, 2018). Participants were assigned pseudonyms to ensure their anonymity. These pseudonyms resembled codes, including information about years of experience and post level, but do not reveal the actual identities of the participants.

3.6.5 Confidentiality

Confidentiality is a state in which the researcher possesses knowledge of the research subject's identity but takes measures to safeguard that identity from being exposed by others (Korstjens, 2018). As part of the data collection process, participants were required to provide signed consent agreements and other personally identifiable information, which means that the researcher is aware of the identity of their subjects. However, it has been previously emphasized that every effort was made to protect the participants' identities throughout this study. Some of the data collected may be sensitive, and it was handled with the utmost care. The research study also strictly adhered to the ethical guidelines of the University of Pretoria.

3.7 Enhancing the trustworthiness of the research

It is crucial to consider how qualitative researchers ensure the credibility, transferability, confirmability and dependability of their research findings (Korstjens,

2018). In this study, semi-structured interviews were conducted, and consistent questions were posed to all participants. These interviews were recorded, not only to prevent any bias in favour of one participant's responses but also to ensure an accurate record of their answers (Cresswell, 2017). This approach enhances the credibility of the study by providing a clear and systematic methodology for data collection.

3.7.1 Credibility

Credibility in qualitative research is the degree to which one can have confidence in the accuracy and truthfulness of the research findings (Korstjens, 2018). It ensures that the research findings are a reliable and justifiable representation of information drawn from the participants' original data. In this study, the participants are qualified high school educators, all possessing at least a degree in education or a Postgraduate Certificate in Education (PGCE). The collected information was thoroughly reviewed and analysed to minimize biases and present factual and credible findings.

3.7.2 Transferability

Transferability in qualitative research refers to the extent to which the research findings can be applied to other contexts or settings with different participants (Korstjens, 2018). In this study, the researcher anticipates that the research findings can be applied to various high school contexts, indicating a degree of transferability. The insights gained from the study may be valuable for understanding and addressing similar issues in different high school settings.

3.7.3 Dependability

Dependability in qualitative research is about the stability and consistency of the research findings over time and the extent to which the results can be trusted (Korstjens, 2018). The process, as well as the credibility and trustworthiness of the findings, had been explained to all participants. The success and dependability of this study largely depended on the participants' honesty and integrity. The findings were meticulously documented, and an audit trail was maintained to ensure transparency and to support the dependability of the study's results.

3.7.4 Confirmability

Confirmability in qualitative research focuses on ensuring that the research findings and interpretations are grounded in the collected data rather than being influenced by the researcher's personal biases or imagination (Korstjens, 2018). This study addressed confirmability by comparing the findings to previous studies and insights through a comprehensive literature review. This approach helped ensure that the researcher was open-minded and not subjective to a particular perspective, thereby enhancing the confirmability of the study's results.

3.7.5 Comparability

The findings from this study have been compared to studies done previously, which were based on IQMS and professional development. The research could also be compared to various primary school contexts and secondary schools found in different contexts (Cresswell, 2017). Triangulation is a valuable method to enhance the validity and credibility of research findings, as you correctly mentioned (Carter, 2020). In this study, triangulation included combining multiple data sources and methods, such as interviews, field notes, and document analysis, to corroborate and cross-verify the findings. It helped reduce potential researcher bias by ensuring that data from different sources provided consistent and convergent insights, thus increasing the confidence in the study's findings. This approach helped to obtain a comprehensive and well-rounded understanding of the research topic.

Furthermore, triangulation minimizes the likelihood of participants being led or prompted into specific responses, as it promotes a more open and neutral approach when asking probing questions during the research process. This, in turn, enhances the depth and quality of the information gathered, contributing to the overall rigor of the study.

3.8 Summary of chapter

In this chapter, a comprehensive overview of the qualitative research approach and the case study design employed to investigate the practical application of the quality management tool and its potential influence on the professional development of educators has been presented. The methodology, encompassing details about the research site, sampling procedures and data collection methods, has been

elaborated upon. The chapter further delved into the researcher's role in the process of data analysis. Finally, the trustworthiness of the research has been addressed. Chapter 4 is dedicated to a thorough discussion of the research findings.

4. CHAPTER 4: FINDINGS AND DISCUSSION

4.1 INTRODUCTION

Chapter 3 encompasses a comprehensive discussion of the research paradigm, approach, research design, research site and sampling methods, data collection and analysis procedures, essential ethical considerations and measures taken to enhance the quality of the study. In this chapter, the research findings are presented and thoroughly examined in the context of the relevant literature pertaining to the research topic. The primary research question, *"How does the quality management system influence the professional development of secondary school educators?"* and the secondary research questions are addressed, which include inquiries about educators' perceptions of the quality management system, their experiences with its implementation, their views on its impact on professional development and the challenges they encounter in its implementation.

The chapter provides tabulated details of the participants, indicating their positions, genders, ages and years of experience, thereby reflecting the diverse levels of responsibility and experience among the participants. Pseudonyms are assigned to the participants using an identification code derived from the thematic analysis. A table aligning the interview questions with the research questions is also included. The research findings are categorized into three overarching themes, corresponding to the research sub-questions posed by the researcher to inform, address and support the main research question. These themes and their associated sub-themes are congruent with the research and interview questions, as determined during the thematic analysis. The chapter extensively discusses the research findings obtained from the interviews and document analysis, providing relevant quotations extracted from the data.

Furthermore, the research findings are compared with the existing literature to identify both similarities and differences, thereby enriching the understanding of the implications and significance of the study's outcomes.

4.2 Biographical information of participants

Table 1: Biographical information of participants

Participant	Gender	Post	Years of Experience	Participant Code (PL and Experience)
1	Male	PL4	33 years	PL4_33
2	Female	PL1	13 years	PL1_13
3	Female	PL1	21 years	PL1_21
4	Male	PL3	25 years	PL3_25
5	Female	PL1	7 years	PL1_7
6	Female	PL2	18 years	PL2_18
7	Female	PL2	20 years	PL2_20
8	Female	PL1	10 years	PL1_10

The information presented in Table 2 offers an overview of the participants involved in this study, and the number of participants that suffice for a mini-dissertation. This information was acquired through the utilization of document analysis as a biographical data collection instrument. Each participant was assigned a unique code for the purpose of this study, which combined their post level with their years of experience. The table clearly illustrates the inclusion of a wide spectrum of participants.

Both genders are represented in the participant pool, although it is noteworthy that the majority of participants were female. This distribution, with six female and two male participants, is within acceptable bounds given that 85% of the educators at the selected school are female. The years of experience among the participants vary significantly, spanning from seven to thirty-three years, with an average of approximately 17.8 years. It is essential to emphasize that all eight participants are employed at the same secondary school. The four primary post levels are well-represented, featuring participants from post level 1, departmental heads, deputy principals and the principal.

4.3 Research questions and interview questions

The table below includes the research title and main research question. Thereafter, secondary research questions are used to ensure that the interview questions are aligned with the study. The alignment is done to sort the data and identify the themes and sub-themes.

Table 2: Research questions and interview questions alignment

TITLE	
Influence of the Quality Management System on the professional development of secondary school educators	
Main Research Question	
How does the quality management system influence the professional development of secondary school educators?	
Sub-question-1	INTERVIEW QUESTIONS
How do educators perceive the quality management system?	a. Are you aware of a policy implemented by the Department of Education which is geared toward quality management?
	b. Tell me what you know about QMS
	c. How does the implementation of QMS support teacher development?
	d. How can professional development be defined in the light of quality management?
Sub-question-2	
What are the experiences of educators on the implementation of the quality management system?	a. In your experience, discuss the advantages of QMS
	b. How was QMS implemented throughout 2022 at the school where you work?
	c. Does professional development impact the quality of teaching and learning?
Sub-question-3	
What are the views of educators on the influence of the quality management system on professional development?	a. How can the implementation of policies ensure desired quality?
	b. How does the QMS policy document promote educators' professional development?
	c. Who is responsible for the professional development of educators; the educator, school management team?
Sub-question-4	
What are the challenges experienced by educators in the implementation of QMS and professional development?	a. Please explain any challenges that you have experienced when implementing QMS
	b. Does the school's management support you in teacher development?
	c. What challenges do you experience in pursuing professional development?

4.4 Research questions, themes and sub-themes

Table 4 indicates the themes and sub-themes that were developed from the answers to the interview questions aligned in Table 2. In the table below are the themes and sub-themes and their alignment to the research questions

Table 3: Research questions and themes used to guide findings

TITLE	
Influence of the Quality Management System on the professional development of secondary school educators	
Main Research Question	
How does the quality management system influence the professional development of secondary school educators?	
Sub-question-1	Theme 1: The concept of the Quality management system.
How do educators perceive the quality management system?	Sub-Themes: <ul style="list-style-type: none"> • QMS • Understanding • Misconceptions • Process & Implementation
Sub-question-2	Theme 2: Views of educators, the influence of QMS on professional development
What are the views of educators on the influence of the quality management system on professional development?	Sub-Themes: <ul style="list-style-type: none"> • Professional development • Growth
Sub-question-3	Theme 3: Limitations within QMS and Professional development
What are the challenges experienced by educators in the implementation of QMS and pursuit of professional development?	Sub-Themes <ul style="list-style-type: none"> • Administrative tasks and time management

4.5 Research Findings

In conducting interviews and analysing documents, the researcher aimed to deeply understand QMS and their potential impact on professional growth. The goal was to explore educators' comprehension of QMS, its implementation, educators' perspectives on it, the potential for professional development and to address limitations within QMS concerning professional growth. Before collecting data, themes and sub-themes aligned with the research questions and framework were drafted. These themes were refined throughout data collection and analysis, to provide deeper insights into QMS and its influence on professional development, discussed in subsequent sections.

Biographical data of participants was gathered through document analysis, highlighting their areas of interest in Table 2. The data obtained from document analysis was cross-checked with interview data for verification and comparison. However, the document analysis did not offer additional insights into QMS and its impact on professional development. As a result, a comprehensive understanding of QMS and professional development could not be derived solely from document analysis.

4.5.1 Theme 1: The concept of the quality management system

The primary objective of this study was to gain insight into educators' perceptions of the QMS. Given the centrality of QMS to this study, it is imperative to begin with a comprehensive exploration of the QMS concept. Notably, all participants in the sample possess a minimum of five years of experience in the field of education and are thus well-versed with the previous Integrated Quality Management System, namely, IQMS. Firstly, it was essential to establish a clear distinction between IQMS and QMS.

The concept of QMS is multifaceted and takes on various interpretations and forms. This diversity in understanding gave rise to several sub-themes within this overarching theme, including:

- Participants' Perceptions of QMS.
- Understanding QMS.
- Misconceptions Concerning QMS.

These sub-themes were identified to comprehensively address the multifaceted nature of QMS and capture the full spectrum of participants' perspectives and related experiences.

4.5.1.1 Sub-Theme 1: QMS

All participants were familiar with QMS and, with some probing, could discuss the concept of QMS. Many participants first answered the question based on IQMS. The school where the study was conducted followed IQMS carefully each year. The transition from IQMS to QMS went quite seamlessly and the educators adapted swiftly to QMS.

The participants responded to the question by telling me what they know about QMS as follows:

“I think it might be about the way it was done previously at the school IQMS and QMS we are managing in the same way, it’s the same ruler with a new name, and I think the outcome will remain the same.”
(PL1_21)

According to Burns (2021), both systems focus on managing and improving quality within an organization, but their scopes and approaches might differ.

“QMS was implemented through training sessions given to the educators because we have already been doing IQMS for a very long time – it was not a big adjustment – the basics of how QMS changed and how it was implemented has been discussed in detail.” (PL3_25)

“The guidelines, dates and times when specific things need to happen is better than with IQMS. You know what is expected of you and also there aren’t as many points or goals to look at, it is set out easier and the core areas measured is easily noticed. There are also different expectations of different post levels so I think it is easier to comply with – the school also has a better compiled QMS file to work from – I personally think it is a better process than IQMS” (PL1_10)

Previous studies by Pylman (2015) allude that IQMS encompass a more extensive range of functionalities, including quality management, development, school infrastructure and more. QMS usually concentrates solely on quality-related aspects. The above quotation supports the core idea of QMS, which solely focuses on quality-related aspects.

“I think QMS has immense potential and it may help in the development of educators. As previously mentioned QMS points to certain gaps or shortcomings that certain educators may have but the reality is that educators are so overwhelmed with administration that it is only a process that is completed quickly so that educators can continue with real job – teaching learners” (PL1_13)

These responses show how the participants view QMS in the light of IQMS.

There is no single definition for QMS; participants mainly discussed it from their own experiences. Participants are positive towards QMS and believe it has advantages if used correctly. IQMS was one of the first policy documents to focus on quality management from the early 2000s according to Clercq (2018). The participants' awareness of IQMS and QMS supports the research done by Clercq (2018), which states that quality management is not a new term in South African education.

4.5.1.2 **Sub-Theme 2: Understanding**

This sub-theme and sub-theme 1 have many similarities. I did, however, find it valuable to have both the concept of QMS and how participants understand QMS as separate themes. QMS needs to be defined in order to identify which areas the participants understand. The participants answered the question about defining QMS as well as discussing the advantages of QMS. Having an understanding of QMS will allude to the advantages that this may give rise to. These questions were answered as follows:

“It just gives you time to really reflect on yourself as a teacher, what happens in your class, what you can personally improve on. And then, it's also a tool for the school, or a tool for you to ask the school for help or support or things that you might need. So I think support is the biggest advantage of QMS” (PL1_7)

According to Pylman (2015) any QMS promotes improvement. These processes involve identifying areas of enhancement, implementing change and monitoring the effectiveness of change. The continual support from schools in the context of QMS ensures educators understand the value of QMS and can quickly identify advantages.

“If it (QMS) works – it will flow over to the educators and it will ensure educators are the best teacher they can be. This may include time management, assessments and so forth. If all these things are in and it works with the planning of QMS then schooling will improve overall, even schools in townships or underprivileged areas. If QMS is successful and works in practise then those schools pass rate will also

improve, the quality of education overall will be on a higher standard.”
(PL2_18)

According to Qonde (2021), the implementation of a QMS may enhance the overall quality of education. He continues to justify this statement by discussing data collection and analysis in the process of QMS. Identifying trends with the available data gathered from QMS shows trends and patterns which need improvement – these areas enable educators to make informed decisions to enhance their teaching methodologies.

“To control of quality in education, as well as ensuring the management of quality, there is a big part about the management of schools – to create a management plan” (PL4_33)

Qonde (2021) discusses improved collaboration among educators, administrators and stakeholders as a result of QMS. The collaboration between educators and the management of schools points to the collective efforts to improve the quality of education within a specific school.

Webster (2022) agrees with the above quotations as provided by the participants. Webster (2022) defines quality as the standard of education within one school as measured against the standard of Education in South Africa. When the quality of education is determined, the focus is generally placed on the curriculum and a teacher's efforts according to Leavers (2015). Educators from one school in one context were used, as stipulated in the sampling. There is a difference between different contexts in South Africa. The school used for this study is a top-tier, fully functional school. Despite the various contexts, feedback remains a vital component of QMS. The participants were asked about the QMS process and, on their own accord, mentioned feedback, which is a component of QMS without having to probe them. Below is one of the participant's responses which discusses feedback.

“Feedback is something that should naturally occur from a departmental head and not just being a responsibility as dictated in the policy document. Feedback can still happen in bigger groups; feedback should point to what the teacher does well and where improvement is possible. Feedback in person is more important than the paperwork in my opinion – feedback in person means more than feedback on a piece of paper –

it is more personal and has a greater impact than merely reading it from a report” (PL2_18)

Feedback within the QMS process brings about transparency and accountability (van Niekerk, 2017). Feedback further helps departmental heads to clearly define roles and responsibilities within their departments.

Another participant responded as follows:

“Policies often include mechanisms for monitoring and evaluating performance against the established standards. This allows for ongoing assessment and feedback, ensuring that any deviations from the desired quality can be identified and addressed promptly.” (PL2_20)

Van Niekerk (2017) suggests that feedback plays a crucial role in unlocking and maximizing resources effectively. Within the education system, educators discover their intrinsic value by receiving feedback. Additionally, departmental heads can strategically assign educators to various grades based on their strengths, optimizing their impact. Although not the primary focus, I observed a recurrent mention of feedback by participants, highlighting its significance within their comprehension of QMS.

It is evident that the participants of this study have an in-depth understanding of QMS and how it should be used. More details will be discussed under theme 2 about the implementation and process of QMS. Atlas.ti was used to apply quotations to the data. There are 217 quotations within the eight transcribed interviews; each interview has twenty-two questions. A total of 176 questions were asked during the interview process. The quotation *QMS: Understanding* was used to mark all the instances where the participants showed understanding of QMS. There are thirty-two clear quotations marked with *QMS: Understanding*. That is 15% of all the quotations allocated to one theme. Please see the [graph](#) depicted below under the summary of the Theme.

4.5.1.3 Sub Theme 3: Misconceptions

In exploring participants' understanding of QMS, it became evident that some

participants had misconceptions about the concept of QMS. The use of IQMS and the participants not fully comprehending the difference between IQMS and QMS may have caused these misconceptions. The following quotations illustrate these misconceptions:

“The fact that those courses are there and QMS is there to show you where improvement can be done does not drive people to develop themselves. If you do not have the intrinsic motivation to progress, then no one can help you.” (PL1_10)

The main misconception is that QMS was created to show the need for improvement. QMS is merely a quality management tool. The core of QMS is not intended for growth, improvement, professional development (Burns, 2021). I find it noteworthy that the participants gravitate towards improvement and growth on their own accord; this is evidence that QMS indeed influences professional development.

“If you manage QMS well like previously stated then you realize gaps with the teacher working in your department and with professional development these gaps may then be filled by giving adequate training and mentorship to ensure improvement in the areas of concern” (PL1_21)

QMS is a quality management system. It does however use some form of scoring or measurement. QMS is used to manage quality and not to measure it (DBE, 2013). Furthermore, QMS was not intended to promote growth.

“QMS basically, it’s a measurement for educators to measure themselves, to measure each other, and for department heads to measure everyone in their department on how they perform, in which areas they want to grow, that they need help in, where they need support.” (PL2_18)

“I do think people have an awareness of the goal of QMS, and how it can promote growth” (PL1_21)

One participant also expressed the belief that adhering to the QMS would guarantee an annual salary increase. This belief might have its roots in the

previous system, IQMS, where compliance was indeed linked to annual salary increments. However, it is essential to clarify that this is no longer the case with QMS. Unlike IQMS, which had a financial incentive component, QMS focuses exclusively on managing and upholding quality standards without monetary rewards (Chapman, 2020).

Addressing misconceptions within QMS is of paramount importance. The Department of Basic Education should take steps to ensure that all schools and all educators possess a precise understanding of QMS. Some participants mistakenly view QMS as a tool for measuring and promoting professional growth. To highlight these misconceptions, relevant quotations were incorporated into the study. It is noteworthy that only eleven instances of misconceptions were identified, representing a mere 2% of the participants. This suggests that the majority of participants grasp the essence of QMS in its intended form.

4.5.1.4 **Sub-Theme: Process & Implementation:**

The second objective of this study, aligned with the primary aim, is to delve into the experiences of educators regarding the implementation of the QMS. The preceding sub-themes have already shed light on the participants' comprehension of and misconceptions about the QMS. This management system was introduced and implemented starting from August 2020 with the support of the Department of Education.

The responsibility for QMS remains with the school's principal, but it is worth noting that each school may internally designate a resource person for QMS (ELRC, 2020). With distinct expectations for different post levels, participants in this study span across post levels 1, 2 and 3. Notably, one of the participants in this study serves as a resource person. Below, are selected quotations from the interview from the resource person:

“The principle is actually in charge as stipulated in the QMS document, any school may appoint a resource person” (PL1_21)

“QMS master file, it should be available to all educators, it is also available on the schools Google drive” (PL1_21)

There is immense support from the Department of Basic Education to each school to guide them through the QMS process (ELRC, 2020). The need for the correct process and implementation shows how much the Department of Education values this process; extensive research has been done to ensure that QMS indeed manages quality effectively in South Africa (Clercq, 2018).

“Now working as a resource person, you realise it has to be done and in fact QMS is an easier process although it happens twice a year, the process is more user friendly than IQMS” (PL1_7)

Here, the resource person provides a clear timeline of how QMS was implemented:

“The process started in 2021 – the DoE provided a lot of assistance, I attended training sessions, there were also online training sessions in November 2021. The online sessions were scheduled so that all schools had a time frame in which they could attend – educators had to join online and sign an attendance register.

Furthermore, at the start of 2022, I provided training to the SMT based on specifics expected from the management team and also what needed to be relayed to the educators. When we provided training for the educators the policy document, timeline and expectation was discussed. We have a master file educatorsthat all educators have access to. It explains in detail what is expected of each teacher. The DoE training is also still available online and can be revisited by educators if needed.” (PL1_21)

Participants in post level 1 outline the QMS process and its execution. The quotation below illustrates the distinct training methods for resource persons and post-level 1 educators, tailored to meet the specific expectations associated with their roles within the QMS process.

“We attended a meeting where they discussed the change. Furthermore, we have an appointed teacher at the school who is in charge of QMS, and she instructs the departmental heads on what to do in turn they will inform the educators in their department.” (PL1_13)

“We attended online courses, and also the lady that is involved with QMS also did information sessions for the personnel to explain how it works” (PL1_10)

“So, we have a teacher who is in charge of the QMS. And then she does training with the post level 1 staff. And I'm assuming she does training with the post level 2 and 3 and 4. And then she introduced us to all the new documents that we had to use and fill in. And she guided us throughout the whole process like how to do the QMS last year.” (PL1_7)

Post level 2 participants, who are the departmental heads, explain the process and implementation of QMS. They have more responsibilities in the QMS process than post level 1 educators (ELRC, 2020).

“QMS was implemented through training sessions given to the educators because we have already been doing IQMS for a very long time – it was not a big adjustment – the basics of how the process was implemented that changed. We did receive training and currently still receive training – it is continuous training given to educators and management on how to use and apply QMS.” (PL2_18)

Introducing a new policy often involves changes in processes and procedures, and sometimes even the underlying culture within an organization (Clercq, 2018). Training plays a pivotal role in this transition. The training sessions guided the participants to implement QMS correctly and use it for its original purpose.

“Separate training session with the management of the school to explain the process of QMS before we started the entire process, thereafter we followed all the steps and we also received all the documentation electronically on the school's drive which we could use to assist us” (PL2_20)

Post level 3 participants explain the process and implementation of QMS. A resource person typically refers to an individual with specific expertise, knowledge or experience in a particular subject, field or area. They serve as a valuable source of information, guidance, or assistance within a given context, providing resources, advice or support to others.

“When we moved to QMS a new teacher was appointed as it is a new system. A whole presentation was done for the management of the school and thereafter for all the educators. There was a clear map drawn to show what QMS is and what is expected from each post level. The management first had the information session as given by an internal teacher, QMS was rolled out in phases”.

The provided quotations offer a clear picture of a well-functioning school where participants are able to articulate the processes with precision. The role of the resource person in managing the interface with the Department of Basic Education is highlighted, emphasizing the importance of efficient communication and coordination in such systems. These comments also emphasise the significance of correctly utilising a system to provide meaningful feedback and insights into its functioning. While the QMS has only been in full operation at the school for a year, the participants have displayed a commendable understanding of the system. This demonstrates that as educators engage more with QMS, their comprehension and appreciation of its value continue to grow.

4.5.1.5 Summary of Theme 1

Theme 1 highlights the existence of diverse interpretations of the QMS concept and its potential impact on professional development. The research findings indicate that the majority of participants possess an understanding of QMS, even if this understanding is rooted in their prior experience with IQMS. Notably, the fundamental need for QMS has remained consistent with its original intent, which was also applicable to IQMS. While the majority of participants comprehend QMS, some misconceptions have been observed. The graph below illustrates the distribution of quotations related to QMS, with 15% of all quotations addressing participants' understanding of QMS, and only 2% addressing misconceptions about QMS. Furthermore, the graph provides insights into the QMS process and its implementation, with fifty-five quotations (25% of all quotations) dedicated to this aspect. Given that the QMS is a recent introduction, the emphasis on the process aligns with the study's focus, enabling participants to provide substantial feedback on its implementation. The graph below is depicted from the primary research. The

quotations were counted and translated into the graph to show how many participants understand QMS, QMS misconceptions as well as the process. The main research question focuses on QMS and professional development. I found it meaningful to firstly depict the participant's views and understanding about QMS before delving into professional development. QMS functions on its own and professional development too. Understanding the participant's views on QMS may result in them being more open to professional development. Participants who do not value QMS may also disregard QMS' influence on professional development.

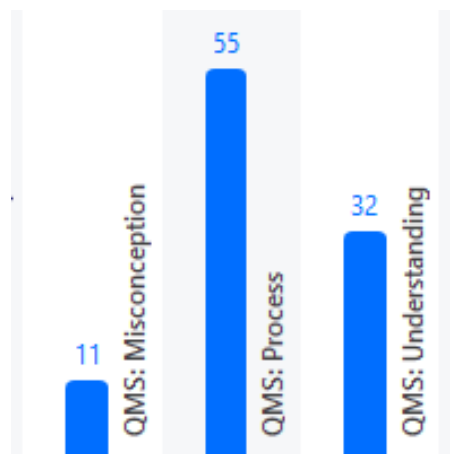


Figure 4: QMS - Understanding, Process & Misconceptions

4.5.2 Theme 2: Views of educators, the influence of QMS on professional development

The primary objective of this study was to investigate how QMS influences the professional development of secondary school educators. The sub-themes in Theme 2 have been derived from the study's conceptual framework, which combines teacher quality indicators, as Gilmore (2018) proposed, and the four purposes for professional development outlined by Sims (2022). Sub-theme 1 aims to examine the potential impact of quality on professional development, while sub-theme 2 delves extensively into the quality component.

4.5.2.1 Sub Theme 1: Professional development

Sims (2022) IGTP's four purposes for professional development are based on professional development, and Gilmore (2018) is based on teacher quality.

This study did not only want to value QMS but also neglected professional development. This study instead focusses on the influence of QMS on professional development. After the QMS was discussed in the interviews, the researcher introduced the concept of professional development. The tenth question asked points to professional development. The participants were all asked, “*How does the implementation of QMS support professional development?*” Below are some of the quotations:

“I think QMS has immense potential, and it may help in the development of educators. As previously mentioned QMS points to certain gaps or shortcomings that certain educators may have but the reality is that educators are so overwhelmed with administration that it is only a process that is completed quickly so that educators can continue with real job – teaching learners” (PL4_33)

When schools and in the case of the above quotation, principals, can identify gaps or shortcomings in a school, then the weaknesses can be addressed, processes streamlined and quality can be improved (Chapman, 2020).

“I think it provides each teacher the opportunity to look if you are on the right level and if there might be a need for improvement then you can also set a time frame to work on areas that might need improvement – it can then be measured to see if the outcome is reached or not” (PL2_18)

Professional development refers to the process of improving skills, knowledge, expertise and abilities (Webster, 2022). The necessary improvement can only be identified when the QMS process is followed effectively (Burns, 2021). I found it noteworthy that in the above quotation, the participant alluded to a time frame wherein improvement should happen. A time frame allows for better monitoring of progress (Chapman, 2020). It will enable educators and departmental heads to track whether actions and improvements are being implemented within the planned schedule.

“The implementation of QMS can support teacher development by providing a systematic and structured approach to evaluating and improving teaching practices. It can include processes for gathering feedback, conducting classroom observations, analysing student

performance data, and identifying areas for improvement. Its aim is for the educator to grow continually and also be aware of what they may lack. To a certain extent, if the educator completes these forms with the right mindset, I think it is possible for us to grow, and it may make it easier to understand in what areas we should grow.” (PL1_21)

The conceptual framework looks at the knowledge and skills of educators to determine quality. Likewise, QMS and the different criteria assess the knowledge and skills of educators. One of the above quotations explains that the QMS process includes classroom observations – this is a task done by departmental heads – this task manages the quality of a teacher. The above quotation also mentions feedback sessions. The feedback forms part of professional development when viewed in the light of instilling insight – showing educators areas of improvement.

“It also aids in my personal development as a leader because I have strong educators working in my department and I need to remain on top of it because I do not want to keep them back.” (PL2_18)

The departmental heads also have a responsibility to continue to develop and ensure growth within their departments. One of the post level 2 educators is of the opinion that there is a direct link between professional development and quality management – this points to the conceptual framework used in this study.

“Professional development is a direct link to quality management – if you manage QMS well like previously stated then you realize gaps with the teacher working in your department and with professional development these gaps may then be filled by giving adequate training and mentorship to ensure improvement in the areas of concern.” (PL2_18)

“If you develop professionally, you learn, obviously learn new skills, your eyes open up to how you can do things differently and in a new way because you have to keep up with technology for instance.” (PL2_18)

The quotation below summarises the main aim of this study. However, it is a participant's opinion based on their own experiences.

“In QMS, you will see some professional development in my opinion – QMS does not move forward without professional development, and so too professional development cannot occur without the management of quality” (PL1_13)

Each participant has their own idea or definition of professional development. The post level 3 participant answered the question as follows:

“Professional development we are in a profession, and we need to be professional and I need to put an expectation on myself and to tell myself I want to work on myself so that how I am perceived will be positive but also how people perceive educators in general can be positive.”

There is a responsibility placed on the management of schools as well as each individual teacher. This theory helps guide educators to the benefits and rewards that accompany policy compliance. In the following theme, growth is one of the benefits that will be discussed.

4.5.2.2 Sub Theme 2: Growth

When professional development occurs, there is a big chance that growth will take place. Some participants answered the question about the influence of QMS on professional development and led themselves to talk about growth:

“And because the times have changed too much. So, I think you have to develop. And you have to grow, and you have to change, you have to adapt. That's a big one. People are not willing; educators are not willing to adapt to the generations. I think we need to grow like that with the learners.” (PL2_18)

According to Pylman (2015), QMS aims to change how educators view appraisal systems, encouraging educators to use them for personal growth and development. Educators will stay relevant when teaching methods are adapted to suit different generations (Mweli, 2022).

“QMS can provide a teacher with the tools to improve on and analyse these shortcomings. If you can identify a problem, you can solve it and possibly improve and develop professionally.” (PL2_20)

The above quotation shows how QMS may in practice, have an impact on the professional development of educators and be a catalyst for growth. Growth may happen because of QMS. However, I also found many participants growing because of their motivation and goals.

“Goals can be powerful motivators for educators to reach professional development. Setting clear, specific, and achievable goals can provide direction, focus, and purpose for educators’ professional growth. Goals can be related to improving specific teaching skills, adopting new instructional strategies, integrating technology in the classroom, or pursuing advanced degrees or certifications. When educators have well-defined goals, they are more likely to be motivated, take action, and invest in activities that contribute to their professional development.”
(PL3_25)

Research done by Clercq (2018) shows that development is a key focus of personal growth – the information gathered from QMS is used to ensure that there is a tangible and attainable developmental plan for every educator. Goals furthermore act as a source of motivation (Botha, 2013). The sense of accomplishment upon reaching goals fuels further growth (Heckhausen, 2018). When achievable goals are set and met it will inspire educators to push beyond their comfort zones, which may result in professional development.

“I am motivated to develop myself. I am in a dynamic subject and area, so I need to remain well informed of things that happen in the market to ensure my subject stays relevant.” (PL2_18)

“Teacher motivation plays an extremely big role in the quality of education given by teachers. There are certain teachers that stagnate and do not want to be developed or pushed towards further growth.” (PL4_33)

Personal or professional growth are examples of intrinsic motivation. IQMS previously attempted to motivate educators with an annual increase; this is an example of extrinsic motivation. As previously mentioned, QMS is no longer used for a monetary reward. The growth that happens as a result of QMS and educators developing professionally may be viewed as one of the benefits of

QMS, according to Herzberg (2017).

“Setting goals will provide clear direction of where you are heading towards. I have the goal of becoming a deputy principal – this means I need to develop myself more in areas like school management so I would choose to do these type of courses to ensure I have relevant experience” (PL2_20)

The quotation above supports research done by van Niekerk (2017). He states that career-long learning will ensure a growth mind-set – it encourages educators to be active participants of their own learning. This participant has aspirations and wants to be promoted to a deputy principal. This desire has been translated into a goal because the participant is motivated. The feedback that is required by QMS allows for educators and departmental heads to set goals for the upcoming years.

4.5.2.3 Summary of Theme 2:

In the graph below the various quotations used as they relate to goals (grey), growth (purple) and motivation (black). The bars are all created by counting the frequency of each code's quotations. All the participants advocated for growth as a result of QMS; this shows that QMS can, in fact, influence professional development. The goals and motivation of each participant do not seem to have the biggest influence on the participants' aspirations for growth. Lastly, it is important to note that five of the eight participants placed more value on their motivation rather than the goals they set. The participants of interviews 2 and 5 were neutral about goals and motivation; both had the same effect on growth. Only participant 3 believed that goals outweigh motivation.

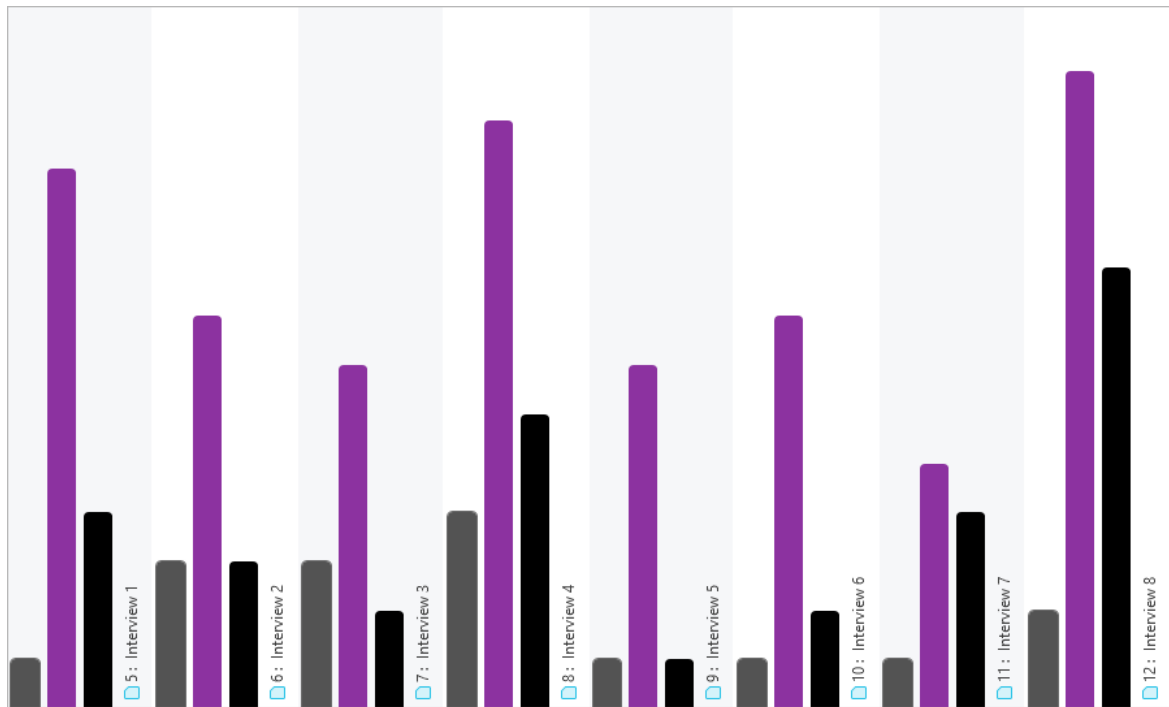


Figure 5: Goals, growth and motivation comparison

Theme 2 proves that the participants place immense value on growth and development as a result of QMS. According to this study QMS does influence professional development.

4.5.3 Theme 3: Limitations within QMS and Professional Development

It has previously been stated that QMS does not exist to ensure professional development. This study does, however, show that QMS does influence professional development. Theme 2 investigated professional development in terms of growth, motivation and goals. Theme 3 will focus on possible limitations within QMS as it influences professional development. Time management and administrative tasks came up as some of the limitations within QMS and professional development. These two terms will be discussed under one sub-theme. I found that separating these concepts is difficult because they are intertwined within education.

4.5.3.1 Sub Theme 1: Time Management and Administrative Tasks

Time management and the time spent working on school activities arose as a major theme among most of the participants. It is not only the lack of time but also time management. Two interview questions gave rise to this sub-theme.

The participants were asked, “Do you find means to develop yourself? Do you attend training sessions in your own capacity?” and “What challenges do you experience in pursuing professional development?” The participants responded as follows:

“The biggest constraint is time management I mean all educators are extremely busy inside and outside the classroom.” (PL1_10)

“At this stage QMS is just the completion of tasks at a specific time. I do think it is necessary for such a document.” (PL1_10)

When the above participant said that QMS is just about the completion of tasks at a specific time, it showed that the participant does not understand the value of QMS yet and only sees it as a checklist that needs to be completed within a specific time frame. This viewpoint is a reason for concern; it can impede progress and hinder improvement initiatives (Laegers, 2015). Educators need to support and engage with QMS in order to ensure the improvement of teaching quality (Strydom, 2019).

The value of QMS has been discussed in theme 1; QMS places a bigger demand on educators because the process happens twice a year. There is enough research to prove the usefulness of QMS. Educators have gone through the QMS process for two years, and should now start understanding the period QMS will take place, and the documentation that needs to be completed. According to Strydom (2019), the teaching profession undergoes change quite frequently, educators should be adapting to the time and administrative demands of QMS soon. The participant below shared their view on admin within education.

“The reality however at this stage is that it is just more admin that needs to happen in a career that is already quite admin intensive, so it is something just done quickly – you go through the motions, you have the meetings and you ensure the documents are in order” (PL1_13)

Administrative tasks are fundamental in establishing a successful QMS. The use of documentation and further maintaining and updating documentation is essential in QMS (Clercq, 2018). The perspective of educators should not focus as much on the

limitation in terms of additional administrative tasks; their perspective should rather be on the opportunity of the advancement of quality.

“Success in education cannot be measured or managed like QMS wants us to do, it might guide someone in a dysfunctional school to make some course adjustments but in a functional school it is just another list that needs to be ticked. It places extra demands in terms of time management.” (PL3_25)

Even though this study was conducted at a fully functional school, there should always be an attitude that fosters growth and improvement. Facilitating continuous improvement initiatives even at a fully functional school will improve the quality of that school (Burns, 2021). I agree with the previous statement; it is important to ensure that both functional and dysfunctional schools value the quality of education highly.

“There where you spend time on yourself to improve yourself, there is no time allocated for it, and you need to try and fit it into everything else that needs to be done. The time planning and time management is a hindrance.” (PL2_18)

The maintenance of developmental initiatives is extremely important, according to Chapman (2020). Maintaining growth initiatives ensures that progress is achieved and more notably, sustained over time rather than being a one-time effort (Clercq, 2018). It is important to see QMS in the light of growth and development rather than a process that needs to happen twice annually.

“Limited time and resources, conflicting priorities, heavy workloads, difficulty accessing relevant training opportunities, lack of support from the school administration, and the need to balance professional development with other personal and professional responsibilities. Also, financial assistance which may no longer be a problem.” (PL2_20)

Participants express their frustration with all the administrative requirements within the teaching profession as well as within QMS. Below are some quotations that I found valuable.

“Fully functioning public schools like this one often needs to fill out forms and complete admin all the time, the documentation measures the just enough and does not give a true representation of the school. I guess filling out forms to measure a standard may suffice in dysfunctional schools.” (PL4_33)

This quotation is quite harsh and is the opinion of one participant. The part that I would like to emphasize is the filling out of forms and documentation that happens at all schools. The quotation below is another example thereof from another participant’s interview.

“Yes, I am aware of the QMS policy, it is a lot of admin and yes that is it. It feels like educators completes more forms than we are actually teaching.” (PL3_25)

It is quite a concern that a post-level 3 participant sees it as an administrative burden and does not see the value of QMS. The school's management needs to be able to support the rest of the post levels. The general view of the participants was positive. Further training and support may result in a more positive outlook. The outlook of educators will be more positive when they realise the effect of QMS over the course of a few years.

“QMS is more skill centred there is still a lot of paperwork, but since it is also available electronically, it makes it a lot easier to complete the forms” (PL1_21)

The above quotation starts off by pointing to the advantage of QMS, in the words of this participant, being more skill-centred. This comment points to the quality criteria that are being used in the management of quality (ELRC, 2020). Thereafter, only the administrative components are discussed.

“Time is a factor – we have a lot of assessments to do in a short time frame, as grade head there are numerous administrative duties that need my attention and keep me quite busy – it already takes a bit of teaching time for these administrative tasks” (PL1_7)

“Bureaucratic schlep is just too much; I want to emphasize it. The strain from the department of education kills principals. Everyday there are so

many things to work through that have to be sent back – many of those things are ticked off but it does not cause a change in the system. That time can be spent on other activities within the school or for personal growth” (PL4_33)

The quotation above is from the principal of the school used for this study. He was adamant about including his view of all the bureaucracy, time constraints, and administrative pressures. It is important to note that this study does prove that growth and professional development is possible through QMS. The participants are currently looking at the extra documentation and time constraints and have not yet experienced the growth and professional development that are possible because of QMS.

The resource person attempted to lessen the administrative workload while maintaining the integrity of QMS and giving educators adequate time to complete its different aspects.

“It will happen when teachers engage more with the policy we attempted at the beginning of the year. I think what I did with the management team at the beginning of the year or actually the previous year was to sit with them in smaller groups and explain the entire process. A workshop during November month where there is an opportunity to explain the policy with the perspective of what will be happening in the next year. I think that would be step 1. It will not work if each SMT member and teacher needs to go through the policy document independently. I also attempted to simplify the process by explaining each step in detail and giving adequate time for it to be finished – the paperwork all at once can be daunting and overwhelming.” (PL1_21)

“In effect the process started so quickly and it wasn’t implemented from the DBE when it was planned to. Also I was new at the school and just had to kick off the process as soon and effectively as possible. The deadlines, evaluations and class visits placed strain on all stakeholders. The pre-discussion, pre-evaluation, post-discussion and post-evaluation took up a lot of time. These steps that need to be completed places the reasoning for QMS on the back foot.” (PL1_21)

The graph below depicts quotations for each transcribed interview. The

quotations used for this graph are the administrative tasks (orange bar) and the time constraint (red bar). Most of the participants shared challenges and limitations based on the administrative tasks that accompany QMS. There are six participants that clearly feel more pressured by the administrative tasks as opposed to the time constraints. The participant of interview 7 did not express as many challenges, and the time and administrative workload scored quite low. The participant of interview 4 was the only one that felt the time constraint is a greater limitation than the administrative tasks.

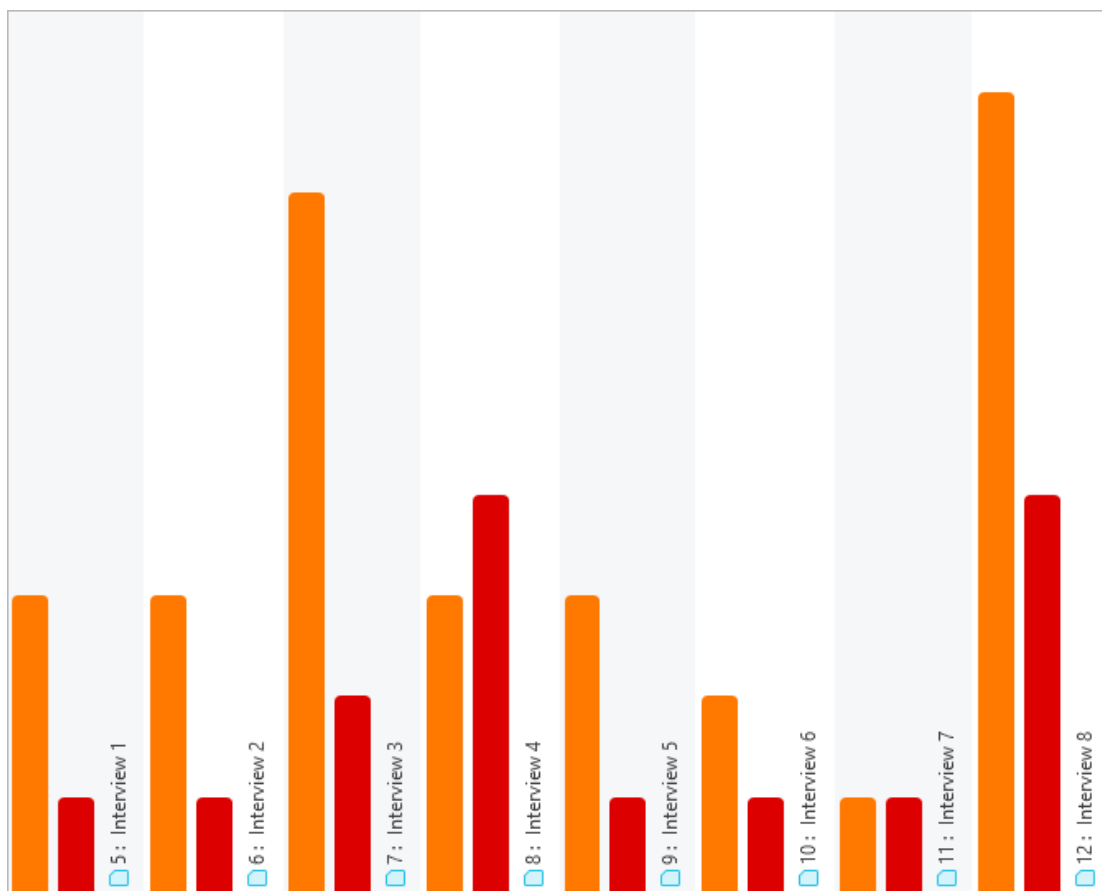


Figure 6: Administrative tasks & time constraints comparison

Theme 2 elaborated on QMS's influence on professional development and growth. I thought it would be valuable to compare the participants' quotations about the limitations (theme 3) with the participant's quotations about growth. The graph below depicts a comparison between administrative tasks (orange), growth (blue) and time constraints (red). Four of the eight participants have more quotations about the possibility of growth as opposed to the limitation of QMS. There are two participants with high-ranking

administrative constraints, and their growth bar is notably less than the limitation. This graph shows that half of the participants lean more towards the possibility of growth as opposed to the limitations. QMS is still relatively new within school contexts, and one can only hope that educatorsQMS will influence more participants and educators towards professional development and growth.

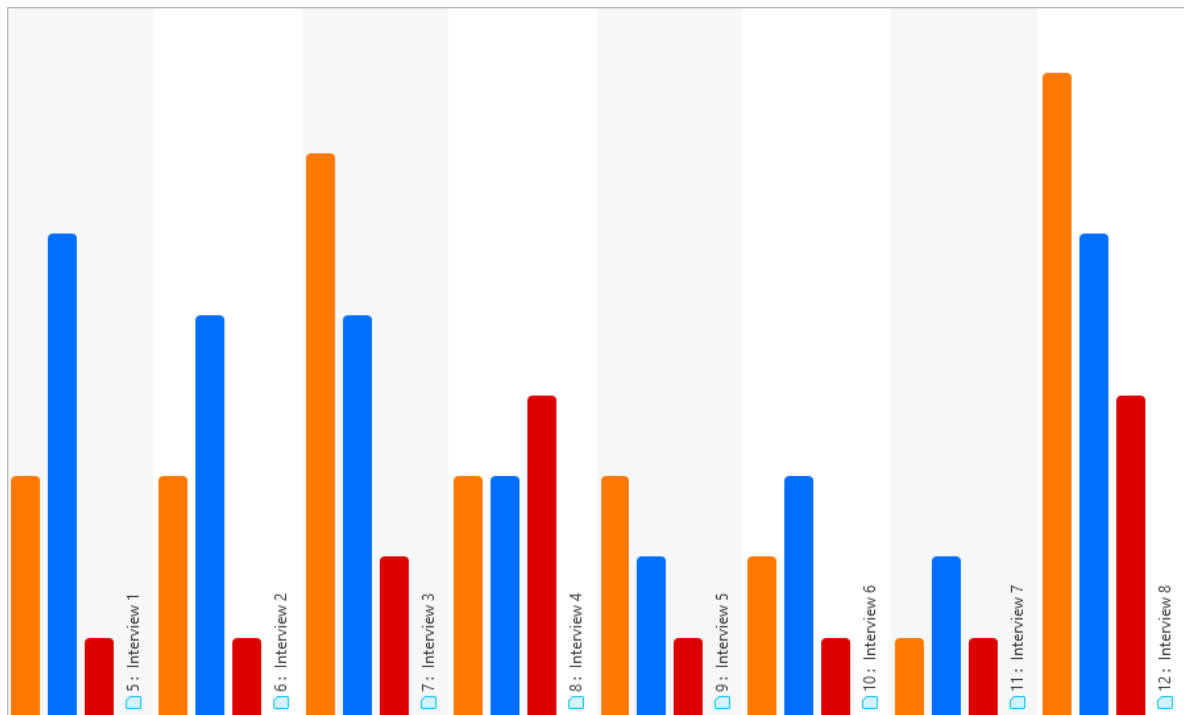


Figure 7: Administrative tasks, Growth & time constraints comparison

4.5.3.2 Summary of Theme 3

The participants' responses that gave rise to this theme indicate that there are factors that support the need for QMS as well as limitations which may negatively affect QMS. Only two major limitations were identified in this study. The participants were asked to discuss challenges in QMS and professional development. I found it remarkable to highlight how few limitations were mentioned; primarily only the administrative burden and time constraints. These two limitations may seem to be overwhelming, which makes the current QMS process a daunting exercise. The value of growth did, however, seem to outweigh the challenges for most participants.

4.6 Summary of the Chapter

Chapter 4 delved into the responses of eight participants from one secondary school. The raw data was collected through interviews with the participants. A summary of who took part in this study was presented at the beginning of this chapter, highlighting their years of experience and post levels – which were used to create pseudonyms. Educators' perception of QMS was explored to start the chapter. The participants' understanding of QMS, misconceptions about QMS and the process used to implement QMS were analysed. The second part of this study was about QMS's influence on professional development. The term professional development and growth seems to be an extensive term within the findings of this study and made up theme 2. Finally, limitations with QMS and professional development were noted and discussed, and I also compared the limitations on the influence of growth. In this chapter, the details of the participants and research site were described in order to provide a context for readers. The research findings were presented and discussed about those identified in the relevant available literature. The next chapter summarises the research findings, draws conclusions and makes recommendations.

5. Chapter 5 – Summary of findings, conclusions and recommendations

5.1 Introduction

In Chapter 4, the focus was on the data gathered through semi-structured interviews. These interviews were conducted at a secondary school in the Tshwane South District, involving participants from different post levels—such as Post level 1 educators, department heads, deputy principals, the principal and the resource person. The data analysis process encompassed transcribing participants' responses from the interviews and categorizing these transcriptions based on the interview questions. Additionally, research notes and field observations collected during the data-gathering phase were integrated into the analysis. Themes and sub-themes emerged from this analysis, aligning with the research sub-questions to address the primary research query. The conceptual framework provided guidance by incorporating various concepts that informed these themes. Chapter 4 further discussed research findings and their connection to existing literature, presenting these findings in thematic structures supported by direct quotes from participants. Moving on to Chapter 5, this chapter summarises the research findings, draws conclusions, and offers recommendations. Additionally, the study's constraints and limitations are addressed and discussed.

5.2 Retrospective summary

Upon embarking on this research journey, I made a deliberate commitment to engage in a meaningful exploration of a subject of significance. My unwavering passion for human development and the realization of inherent potential, which I believe is given to all by God, fuelled my desire to delve into the quality and development of educators. This study enabled me to align the crucial principles of quality management policy with my genuine dedication to the growth and advancement of individuals. From the outset of this two-year endeavour, I comprehended that it would entail a substantial investment of time and energy. I was resolute in my intention that this pursuit would transcend mere academic merit and usher in a transformative, lifelong change.

At the initiation of this research dissertation, I found myself in the nascent stages of my research career, characterized by preconceived notions and entrenched beliefs.

However, as I started this mini-dissertation, it became apparent that my mind was progressively opened to new insights and a deeper comprehension of the subject matter. With the benefit of increased research experience, I now recognize the vast expanse of knowledge yet to be acquired and the extent of my own limitations. Fortunately, my supervisor cares and supports me and provided me with structured learning notes, tips, strategies and ideas on how to write academically at a Master's level.

In contrast to my previous experiences, I have generally thrived when confronted with well-defined deadlines. The outset of this research journey introduced a degree of uncertainty as I grappled with the responsibility of setting my own milestones and timelines while holding down a full-time job. Initially, this posed a significant challenge, exerting undue pressure upon me. As the study unfolded, I came to appreciate the importance of meticulous planning and unwavering commitment to adhering to predetermined milestones and trying to find a balance between work, life and study.

Simultaneously, the current year marked my inaugural experience in the role of teaching matriculating learners, and with it, the substantial responsibility for the academic success of 102 learners rested upon my shoulders. It is noteworthy that this period coincided with the demand to prioritize my mini dissertation. This juncture of my life witnessed profound personal development as I consciously chose to ensure the comprehensive preparation of my matric learners for their year-end examinations, despite the competing demands of my research milestones. I have discovered that when I place the needs of others above my own, a remarkable capacity for resolution emerges, to navigate the challenges of such dual commitments. In doing so, I have witnessed an expansion of my abilities and capabilities beyond what I had up till now believed possible. In discovering what quality education means I have grown immensely and I am now a well-developed and well-rounded teacher committed to life-long learning.

5.3 Purpose of the study

This study aimed to explore the influence of the QMS on the professional development of educators in secondary schools. It is hoped that this study will enable educators to benefit from the QMS in terms of professional development. In

this mini-dissertation, the quality management referred firstly to the QMS and secondly to the professional development of educators. The research questions were used to design an interview schedule to gather data from participants who assisted in answering the research questions. Various data were collected through semi-structured interviews and analysed by dividing the data into themes that were brought about by the research questions, conceptual framework and from the data collected. Various data were also compared to the available literature to indicate similarities and differences.

5.4 Summary of research design and method

The research methodology adopted for this study was qualitative, as it aimed to explore educators' perceptions and experiences related to the QMS and its influence on professional development. The research was influenced by a social constructivist perspective, considering multiple realities and worldviews (Cresswell, 2017).

The research methods employed in this study include:

Semi-structured Interviews: These interviews were prepared in advance but allowed participants the freedom to express their views. The use of similar questions for all participants ensured the reliability and comparability of qualitative data (Cresswell, 2017). The interviews were recorded with the consent of the educators and then transcribed for data analysis.

Field Notes: Field notes have been taken during interviews to capture important comments and observations (Hammersley, 2018). They provide additional context and can be used for continuity.

Document Analysis: This involves a systematic review and evaluation of relevant documents, such as IQMS and QMS policy documents, as well as internal documents from schools regarding QMS implementation. The participants also filled in their biographical data which contributed to the document analysis.

Triangulation of Data: The study employs triangulation, which means using multiple methods to comprehensively understand the research topic (Bowen, 2019). In this case, the methods of triangulation include interviews, field notes and

document analysis, enhancing the reliability and validity of the findings (Cresswell, 2017).

The research design and methods are well-suited to exploring the influence of QMS and professional development from multiple angles and perspectives, thereby providing a rich and comprehensive understanding of the subject and providing meaningful information.

5.5 Summary of the demographic data

There are 8 participants who make up the sample for this study. These eight educators all work at the same school in Tshwane South, and this sample size suffices since this study is part of a Master's in Educational Leadership (coursework). There are two male educators and six female educators. There are four post level 1 educators; their years of experience are as follows: 13 years, 21 years, 7 years and 10 years. There are two Departmental heads (post level 2) with experience ranging from 18 years to 20 years. There is one deputy principal (post level 3) who has 25 years' experience. The last participant of this study is the school principal (post level 4); he has 33 years of experience.

5.6 Summary of the significance of the study

This study holds significant importance for several reasons:

The study focused on the QMS and its impact on professional development for educators. Even though QMS is not designed for professional development, this study shows that it can indeed influence professional development – there have not been many studies pointing to the influence of QMS on professional development, but this study demonstrates the possibilities. Education is a cornerstone of societal progress, and any research that seeks to enhance the quality of education is of paramount significance. The study addresses a critical aspect of educational improvement by understanding how QMS influences educators' professional growth. QMS is a policy framework in the South African education system. Investigating how educators perceive and engage with this policy is crucial for policymakers and educational institutions. The findings may inform the design and implementation of educational policies, ensuring that they align with educators' needs and expectations. The study further identified misconceptions among

educators regarding the purpose of QMS. By recognizing and addressing these misconceptions, the research contributes to a clearer understanding of the system, leading to more effective policy implementation and professional development. QMS can be seen as a tool for self-improvement and growth among educators. Professional development is critical for enhancing teaching practices and student outcomes. By emphasizing this aspect, the research points to a valuable avenue for educational enhancement.

The study proves the need for continuous training and support for educators. This has implications for resource allocation within the education system. Understanding these resource needs is vital for optimizing the impact of policies and programs. While the study focused on a South African school, its findings may have broader relevance. Similar educational policies and challenges are faced by educators in other regions. Therefore, the insights gained in this study may potentially inform educational practices and policies globally. The study reveals that educators who value a QMS and are continually developed professionally, may add benefit to the overall quality of teaching and learning through education in South Africa. The significance lies in the potential of a quality management policy to enhance the professional development of educators.

In summary, this study's significance lies in its potential to inform policy, enhance professional development and contribute to the overall improvement of the educational system. It addresses critical issues affecting educators and, by extension, the quality of education provided to learners, making it a valuable contribution to the field of education research.

5.7 Summary of Findings

The following were the three main findings that emerged in the study that informed the research questions.

5.7.1 Theme 1: Educators' perceptions of QMS - is a valuable tool for self-reflection, personal improvement and school management

Educators were found to be familiar with QMS, and many participants' ideas of QMS are based on previous experience with IQMS. Participants found the transition from IQMS to QMS relatively smooth. No clear single definition for QMS was formed from

the participants' responses, even though different definitions were used. It is clear that participants understand QMS, are generally positive about QMS, and believe QMS has advantages when used correctly. Some main points that came up from the participants include QMS being a tool for educators to use. This tool can be used for self-reflection, personal improvement and for school management. The understanding of QMS extends to the belief that it can enhance overall teaching quality and educational outcomes. The managing of quality within schools is beneficial to educators and school management. Participants find feedback critical to the quality management process.

Some participants have misconceptions about QMS, and this may possibly be due to the similarities with IQMS. A common misconception is that QMS is primarily about showing the need for personal improvement, while in reality, it is a quality management tool. Another misconception relates to monetary incentives, where some participants believe that compliance with QMS ensures an annual salary increase, which was the case with IQMS. The study highlights that it is essential to address and clarify these misconceptions to ensure educators have a clear understanding of QMS.

The study delves into the process of QMS. The Department of Education played a significant role in rolling out QMS, and the school's principal was responsible for the process. The school appointed a resource person internally to assist in the QMS process. Different expectations were placed on educators of various post levels. QMS was also managed at this specific school by first introducing QMS to the principal and management team. Thereafter, the departmental heads received information about QMS, and lastly QMS was introduced to all post level 1 educators. The resource person presented training sessions to all various post levels and provided clear documentation and guidance. The resource person ensured the correct timeline was followed and ensured all resources from the Department of Education were available at all times. The process at the school used for this study made it easy for the participants to understand QMS and to adjust to its requirements. The way the process was implemented ensured all participants realised the value of QMS.

5.7.2 Theme 2: Educators' views indicated that QMS significantly influenced their professional development

Theme two gave rise to this finding, revealing significant insights into the impact of the QMS on the professional development of secondary school educators. This theme focused on the interplay between QMS and professional development, considering both teacher quality indicators and professional development purposes. Professional development was discussed as part of the conceptual framework. The framework combined Sims (2022) four purposes for professional development and Gilmore's (2018) teacher quality indicators to examine the influence of QMS on professional development. This study found that participants view QMS as having immense potential to support their professional development. QMS is seen as a tool that helps educators identify gaps or shortcomings in their teaching practices, enabling them to set goals and work on areas that need improvement. As part of the QMS process, classroom observations and feedback are vital for professional development. The participants believed that professional development and quality management are interconnected, emphasizing the alignment of professional growth with quality assurance.

The participants recognized the need for growth and adaptation in an ever-changing educational context. Professional development facilitated by QMS provides educators with the tools to improve and analyse their weaknesses, which, in turn, contributes to their professional growth. Goals and motivation play a significant role in driving professional development and growth. Setting clear, specific and achievable goals is viewed as a powerful motivator for educators to engage in professional development. Intrinsic motivation, such as the desire for personal or professional growth, is highlighted as an essential factor for educators.

Overall, the findings emphasised that QMS serves as a catalyst for professional development and growth among educators. The system offers tools, feedback mechanisms and the opportunity to set and achieve goals that align with professional development objectives. The interplay between quality management and professional growth is recognized, emphasizing the importance of educators' intrinsic motivation to develop and adapt to changing educational contexts.

5.7.3 Theme 3: Limitations within QMS affect its impact on the professional development of educators.

In Theme 3, the study delved into the potential limitations of the QMS and its influence on professional development among educators. The sub-theme primarily explored time management and administrative tasks as the key constraints brought up in the interviews. It became evident that these limitations challenge educators in their pursuit of professional growth.

Participants consistently expressed concerns about time management and administrative tasks within the QMS framework. Many participants felt that QMS has added to educators' already demanding administrative workload. While QMS holds the potential to facilitate professional development and growth, participants emphasized the prevailing issue of limited time to dedicate to self-improvement. Participants mentioned that the QMS process sometimes reduces their role to completing tasks within specified timeframes, resulting in frustration. The time required for completing QMS tasks competes with the time available for teaching and other professional responsibilities, putting extra pressure on educators. Several participants noted that the bureaucratic aspects, time constraints, and excessive paperwork can overwhelm professional development. The frustration with administrative constraints is apparent, and participants suggest that the QMS process be simplified and explained to reduce the burden on educators. The administrative pressures are particularly pronounced, with participants highlighting the added strain from the Department of Education's bureaucratic requirements.

The findings within this theme called attention to educators' existing administrative burdens. At the same time, it recognized the potential for professional development and growth through QMS. It is evident that administrative constraints, time pressures and excessive paperwork are significant concerns that educators must navigate while attempting to engage with QMS fully.

As the QMS process continues to evolve and educators become more accustomed to it, there is hope that these limitations may lessen and the potential for professional development through QMS can be fully realized. The role of school administrators and QMS facilitators in simplifying the process, providing adequate training and

allocating sufficient time for educators to engage effectively with QMS is crucial for addressing these limitations and fostering professional development.

5.8 Delimitations of Study

As previously discussed, the delimitations were in the boundaries set by the researcher; they included using only one secondary school in the Tshwane South (D4) district. By setting the delimitation in the school selection, the data obtained was limited to one secondary school where the priority has always been to obtain good Grade 12 results. The priority would be different if primary schools were included in the study. Another delimitation was that all participants needed to have five or more years of experience – this was done to ensure that all participants were well acquainted with the current QMS policy as well as the previously used IQMS. A further delimitation was the use of semi-structured interviews and document analysis. The data collected, and the documents analysed were limited in terms of the amount of information that could be extracted. By imposing this limitation, the researcher could not source any other method for data collection, which may have produced a richer yield.

5.9 Limitations of the study

The study's limitations appeared noteworthy during the data collection process, as previously mentioned in the discussion of the delimitations above. It is evident from the research journal notes and interview responses that there was a clear indication that some of the participants used the interview process as a platform to air their views on many other aspects of the education system, which frustrated them. I experienced great difficulty in overcoming this problem due to my inexperience as a researcher; and I also found the process of refocusing the interview on quality management and professional development difficult at times. The interviews took a long time to complete – and I wanted to get in-depth information and had to prompt the participants often since the sample size and research site limited the study results. Since this is a mini dissertation, only one school was included in the sample – this however, does not provide a holistic view within the Gauteng province of the South African education context. There are definitely opportunities for further

studies with larger samples and additional research sites.

5.10 Conclusions

The main aim of this study was to answer the main research question of how the QMS influenced the professional development of secondary school educators. The answer is simply that the QMS can indeed influence the professional development of educators. The findings reveal important insights into educators' perceptions of the QMS and its implications for professional development. There is no single definition for QMS in practice, but participants of this study understand its value. QMS is a valuable tool for self-reflection, personal improvement and the management of schools, which aligns with its intended purpose. The findings also emphasize the importance of clear and comprehensive training to help educators effectively implement and use QMS. The ongoing training and support that educators receive to finish QMS annually can also be viewed in light of professional development. The findings also highlighted the need for QMS and the development of educators in various post levels.

Furthermore, the study accentuated the challenges related to time management and administrative tasks within the QMS process. While these challenges can be overwhelming, the study highlighted the potential of QMS to influence professional development positively. Thus, it becomes evident that the advantages and benefits of QMS, including enhancing teaching quality and educational outcomes, must be communicated effectively to educators. Encouraging schools to share best practices and success stories related to QMS implementation can also inspire educators to leverage this system for personal and professional growth.

In conclusion, the study's findings shed light on the complex landscape of educators' perceptions of QMS in South African schools. While some misconceptions and challenges exist, the potential for positive professional development through QMS is apparent. To harness this potential fully, it is crucial to provide clear training, support, and resources, dispel misconceptions and highlight the system's benefits. By doing so, schools may ensure that QMS becomes a valuable tool for educators to enhance their teaching practices and contribute to the overall improvement of the quality of education in South Africa.

5.11 Recommendations

The following recommendations are made in relation to the perception educators have about the QMS, the influence of the QMS on professional development, limitations in both the QMS and professional development and further research regarding the influence the QMS can have on professional development.

5.11.1 Recommendations related to the perception educators have about the quality management system.

Based on the data, I recommend that:

- Schools must provide clear and comprehensive training highlighting the differences between the QMS and the previous IQMS; this will help educators adapt to the QMS more smoothly.
- Schools should continue to offer training and support for educators regarding QMS. Ensuring educators have access to online resources and can revisit training as needed. This will help maintain their understanding of the system.
- Recognizing and addressing misconceptions about QMS is essential to emphasize that QMS is a quality management tool, not a tool for promoting growth or providing monetary rewards. Clear communication can help dispel these misconceptions.
- Highlighting the advantages and benefits of QMS may ensure that educators see the value in the system beyond compliance.
- Leverage the role of resource persons in schools to facilitate the implementation of QMS. A resource person may play a vital role in guiding educators through the QMS process and providing ongoing support – removing some of the administrative load from the principal.
- Recognizing that educators at different post levels may have varying needs and levels of familiarity with QMS. Customize training and support to cater to the specific requirements of each group.
- Continuously monitoring the implementation of QMS in schools would ensure that all educators have access to the necessary resources and that the QMS process is carried out as intended.
- While QMS is not directly about promoting growth, it can serve as a tool for educators to identify areas for personal and professional development. Encourage educators to use the system as a means of self-improvement.
- Encourage schools to share best practices and success stories related to QMS implementation. Peer learning can help educators see how

QMS may be effectively used to enhance their teaching practices.

- The Department of Education should periodically review and update QMS documentation to ensure that it remains relevant and user-friendly. Clarity in the documentation would contribute to a better understanding of the system.

5.11.2 Recommendations regarding the influence of QMS on professional development.

I therefore recommend that:

- Schools should emphasize that QMS and professional development are interlinked. Educators should understand that QMS processes are not separate from their growth but integral to it.
- Schools should intentionally integrate QMS processes with professional development initiatives to ensure that educators can benefit from both simultaneously.
- QMS may support teacher development by providing a systematic and structured approach to evaluating and improving teaching practices. Schools should emphasize the importance of regular evaluations, including classroom observations, feedback sessions and data analysis, to identify areas for improvement.
- Schools should encourage educators to set specific goals related to improving teaching skills, adopting new strategies, integrating technology, or pursuing advanced degrees. These goals may provide direction and purpose for their professional growth.
- Schools should create an environment where educators are motivated to develop themselves, take ownership of their growth and actively participate in their own learning. This intrinsic motivation can lead to more meaningful and sustained development.
- Schools should offer support and resources to facilitate professional growth. This may include mentorship programs, access to relevant courses, workshops and opportunities for skill enhancement. By investing in educators' development, schools could ensure that the quality of education remains high.
- Growth should be seen as a continuous and essential part of a teacher's career. Encourage a growth mind set among educators. Emphasize the importance of adapting to changing times, staying current with educational trends and evolving with the needs of learners.

5.11.3 Recommendations concerning limitations in both QMS and professional development.

I therefore recommend that:

- Recognizing the time management challenges that educators face due to QMS. Provide time management training or workshops to help educators allocate their time more efficiently. Emphasize the importance of balancing administrative tasks with teaching and professional development.
- Work on streamlining administrative tasks related to QMS. Consider automating some of the paperwork and documentation processes to reduce the administrative burden on educators. This can free up more time for teaching, quality management and professional development.
- Offer clear guidelines and expectations regarding the time required for QMS tasks. Educators should have a better understanding of how much time they need to allocate for each aspect of QMS, enabling better time management.
- Create a supportive framework within schools for QMS implementation. This may involve appointing resource persons or teams responsible for guiding educators through the process and providing support when needed.
- Providing training specifically focused on efficient documentation practices for QMS. Educators should learn how to complete the necessary paperwork effectively and with minimal redundancy.
- Periodically review the QMS process to identify ways to reduce administrative load while maintaining the system's integrity. Keep the process up-to-date and in line with the evolving needs of educators.
- Continue to emphasize how QMS can facilitate professional growth and development. Share success stories and examples of educators who have benefited from the system to motivate others.
- Continuously monitor the impact of QMS on professional development. Collect data on how educators use QMS to enhance their teaching practices and make data-driven improvements accordingly.

5.11.4 Suggestions for Further Research

It is recommended that:

- A longitudinal study be conducted to examine the long-term impact of QMS on the professional development of educators. Follow a cohort of educators over several years to assess how QMS influences their growth, teaching practices and career development.
- Compare the implementation and impact of QMS in different school contexts through quantitative studies. Investigate whether educators in various types of schools (e.g., urban, rural, underprivileged, top tier) experience QMS differently in terms of limitations and opportunities for professional development.
- Conduct in-depth case studies in various regions or countries to explore

how QMS is implemented and perceived in different educational contexts. Compare international practices to identify common challenges and innovative solutions.

- Evaluate the effectiveness of time management training programs for educators within the context of QMS. Assess whether providing educators with time management skills can help mitigate the challenges related to QMS administrative tasks.
- Research the development of flexible QMS implementation models that may be adapted to accommodate educators' varying workloads and personal responsibilities. Explore how flexibility in QMS implementation affects professional development.
- Investigate the establishment of feedback mechanisms that allow educators to contribute to the improvement of QMS. Examine how collecting feedback and making adjustments based on educators' input can enhance the system's effectiveness.
- Explore hybrid models that integrate QMS with other professional development initiatives. Research how a combination of QMS and other approaches could lead to more comprehensive growth opportunities for educators.
- Investigate whether improvements in QMS implementation and educators' professional development through QMS directly impact student outcomes, such as academic achievement and well-being.
- Study how socio-economic factors, such as the economic status of schools and communities, influence the experience and effectiveness of QMS for educators. Examine whether these factors contribute to variations in QMS implementation.

5.12 Summary of the Chapter

Chapter 5 concludes this mini dissertation. It began with a reflective summary of the research journey. I highlighted summaries of the research design, demographics, and significance. I then unpacked the delimitations and limitations as determined by this study. I summarized the findings from Chapter 4 under each theme. Based on these findings, I made recommendations and suggestions for further studies.

The study argued that improving education in South Africa necessitates a coordinated and collaborative effort by all stakeholders. Its findings affirm the need to implement comprehensive continuous teacher professional development programmes by first identifying educators' development needs through QMS.

Besides improving school infrastructure, investing and improving access for both educators and learners in technology, and regularly updating and reviewing the curriculum to meet the needs of a changing society, perhaps if schools were to reach out to non-governmental organisations or partner with businesses in the private sector, to strategize the sharing of resources and expertise, such community involvement will enhance and improve the quality of teaching and learning in South African schools. As a South African community and a society, we need to foster a culture committed to lifelong learning, as small steps are necessary to achieve the greater goal of improving the quality of teaching and learning together.

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ANNEXURES

ANNEXURE A – PERMISSION LETTER FROM GDE



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	27 January 2023
Validity of Research Approval:	08 February 2023– 30 September 2023 2023/22
Name of Researcher:	Clarke C
Address of Researcher:	88 Mopanie Road 12 Fairview, Hennopspark Centurion
Telephone Number:	074 475 6902
Email address:	U15191771@tuks.co.za
Research Topic:	Influence of the quality management system on the professional development of educators in a secondary school
Type of qualification	Masters
Number and type of schools:	1 Secondary School
District/s/HO	Gauteng North

Re: Approval in Respect of Request to Conduct Research

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

[Signature] 27/01/2022

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below are met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

1. The letter would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of the relaxation of COVID 19 regulations researchers can collect data online, telephonically, physically access schools, or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate.**
4. **The Researchers are advised to wear a mask at all times, Social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s has been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter/document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs, and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort to obtain the goodwill and cooperation of all the GDE officials, principals, and chairpersons of the SGBs, teachers, and learners involved. Persons who offer their cooperation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school program is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her research resources, such as stationery, photocopies, transport, faxes, and telephones, and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers, and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study, the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings, and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a summary of the purpose, findings, and recommendations of the research study.

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

Kind regards



Dr. Cuthbert Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 27/01/2023

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

ANNEXURE B: PARTICIPANT PERMISSION AND CONSENT LETTERS – LETTER TO THE SCHOOL PRINCIPAL



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Dear Principal

REQUEST FOR YOUR SCHOOL'S EDUCATORS TO PARTICIPATE IN AN INTERVIEW FOR A MASTERS RESEARCH MINI-DISSERTATION

Title: Influence of the quality management system on the professional development of educators in a secondary school

My name is Chanté Clarke, and I am currently enrolled for a Master's degree at the University of Pretoria under the supervision of Dr. Nevensha Sing. The title of my approved research study is: *"Influence of the quality management system on the professional development of educators in a secondary school."*

The aim of the study is to explore the influence of the quality management system on the potential professional development of educators in secondary schools.

The data collection for this study will require interviews with educators regarding their experiences and uses of Quality management system (QMS)

The interview with each educator will take approximately 60 minutes outside of dedicated teaching time. I have included here for your information a schedule of interview questions.

I hereby request your permission to allow educators to participate in the interview.

All participation is voluntary. No harm or injury will come to the educators during the interview.

Please note that the decision for educators to participate is completely voluntary and this will not

affect their livelihood. None of the results obtained during the interview will be used for assessment purposes. The educators may request to leave the interview at any time without any explanation or consequences.

As part of the data collection I will be using an audio recorder to capture the interviews for research purposes. The purpose of the audio recorder is to capture and transcribe the data accurately. All information obtained during the research study will be treated confidentially. My supervisor and I will have access to the data. The names of educators, principal or school will not be mentioned during any phase of the study. Furthermore, pseudonyms will be used to avoid identification of the educator and school.

At the end of the study, I will provide the school with a copy of the study containing both the findings of the study and recommendations. In addition, I would like to request your permission to use all data, confidentially and anonymously, for further research purposes, as the data sets will become intellectual property of the University of Pretoria. Further research may include secondary data analysis and use of the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

All the information obtained during the research study will be treated confidentially, with not even the University of Pretoria or the Department of Education having access to the raw data obtained from the interviews. At no time will either you as an individual or your school be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the study.

Thanking you in anticipation.

Ms.C Clarke
Student Researcher
University of Pretoria
U15191771@tuks.co.za
074 475 6902

Dr. N Sing
Supervisor
University of Pretoria
nevensha.sing@up.ac.za
082 877 2564

LETTER of CONSENT

**SCHOOL PARTICAPATION
VOLUNTARY PARTICIPATION IN THE RESEARCH
PROJECT ENTITLED**

**Influence of the quality management system on the professional
development ofeducators in a secondary school**

I, _____, (Full name) the
principal of

_____ Please tick the appropriate block

Give consent

Do not give consent

to allow my school to participate in the above-mentioned study introduced and explained to me byMs. Chanté Clarke, currently a student enrolled for a Master's degree at the University of Pretoria.

I further declare that I understand, as explained to me by the researcher, the aim, scope, and purpose of collecting information proposed by the researcher, as well as how the researcher will attempt to ensure the confidentiality and integrity of the information she collects.

Full name

Signature

Date

School stamp

LETTER TO PARTICIPANTS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Dear Sir/Madam,

REQUEST TO PARTICIPATE IN AN INTERVIEW IN A MASTERS RESEARCH MINI-DISSERTATION

Title: Influence of the quality management system on the professional development of educators in a secondary school

My name is Chanté Clarke and I am currently enrolled for a Master's degree at the University of Pretoria under the supervision of Dr. Nevensha Sing. The title of my approved research study is: "*Influence of the quality management system on the professional development of educators in a secondary school*"

The aim of the study is to explore the influence of the quality management system on the potential professional development of educators in secondary schools.

The data collection for this study will require interviews with educators regarding their experiences and uses of Quality management system (QMS)

The interview with you will take approximately 60 minutes outside of dedicated teaching time. I have included here for your information a schedule of interview questions.

I hereby request your permission to participate in the interview.

All participation is voluntary. No harm or injury will come to you during the interview. Please note that the decision for you to participate is completely voluntary and this will not affect your livelihood. None of the results obtained during the interview will be used for assessment purposes. You may request to leave the interview at any time without any explanation or consequences.

As part of the data collection I will be using an audio recorder to capture the interviews for research purposes. The purpose of the audio recorder is to capture and transcribe the data accurately. All information obtained during the research study will be treated confidentially. My supervisor and I will have access to the data. The names of educators, principal or school will not be mentioned during any phase of the study. Furthermore, pseudonyms will be used to avoid identification of the educator and school.

At the end of the study, I will provide the school with a copy of the study containing both the findings of the study and recommendations. In addition, I would like to request your permission to use all data, confidentially and anonymously, for further research purposes, as the data sets will become intellectual property of the University of Pretoria. Further research may include secondary data analysis and use of the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

All the information obtained during the research study will be treated confidentially, with not even the University of Pretoria or the Department of Education having access to the raw data obtained from the interviews. At no time will either you as an individual or the school be mentioned by name or be allowed to be identified by any manner or means whatsoever in the study.

Thanking you in anticipation.

Ms.C Clarke
Student Researcher
University of Pretoria
U15191771@tuks.co.za
074 475 6902

Dr. N Sing
Supervisor
University of Pretoria
nevensha.sing@up.ac.za
082 877 2564

LETTER of CONSENT INDIVIDUAL CONSENT

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED

Influence of the quality management system on the professional development of educators in a secondary school

I, _____, (Full name)

Please tick the appropriate block

Give consent

Do not give consent

To participate as an individual in the above-mentioned study introduced and explained to me by Ms. Chanté Clarke, currently a student enrolled for a Master's degree at the University of Pretoria.

I further declare that I understand, as explained to me by the researcher, the aim, scope, and purpose of collecting information proposed by the researcher, as well as how the researcher will attempt to ensure the confidentiality and integrity of the information she collects.

Full name

Signature

Date

ANNEXURE C: INTERVIEW PROTOCOL

INDIVIDUAL SEMI-STRUCTURE AUDIO RECORDER INTERVIEWS

1. How long have you been in education? Briefly explain your experience as an educator.
2. Briefly explain why you decided to become a teacher.
3. What is your current role in the school? Post level 1, 2 or 3?
4. Are you aware of a policy implemented by the Department of Education, which is geared toward quality management?
5. Tell me more about IQMS and what you know about it.
6. In your experience, discuss the advantages of IQMS
7. Do you know that IQMS was changed to QMS?
8. Tell me what you know about QMS
9. How was QMS implemented throughout 2022 at the school where you work
10. How does the implementation of QMS support teacher development?
11. What motivates you to continually develop yourself as a teacher? You can use extrinsic and intrinsic motivators to guide your discussion.
12. Do you find means to develop yourself? Do you attend training sessions in your capacity?
13. What challenges do you experience in pursuing professional development?
14. Does management support you in teacher development?
15. How does teacher motivation influence quality teaching and learning?
16. How can professional development be defined in the light of quality management?
17. Does professional development impact the quality of teaching and learning?
18. Who is responsible for the professional development of educators; the educator, school management team?
19. How can goals motivate educators to reach professional development?
20. Will instilling insight with educators guide them towards professional development?
21. How can the implementation of policies ensure desired quality?
22. How does the QMS policy document promote educators' professional development?

ANNEXURE D: SAMPLE OF INTERVIEW TRANSCRIPT

Interviewer:

How long have you been in education? Briefly explain your experience as an educator.

Participant:

1: I have been in education for the past 7 years. I must say at times being responsible for so many children's future as well as the extra mural activities can be overwhelming. On top of everything an educator at a fully functioning public school like me often needs to fill out forms and complete admin all the time. In short this job can be extremely satisfying but at the same time extremely tiring. It feeds your soul and consumes it at the same time.

Interviewer:

Briefly explain why you decided to become a teacher.

Participant:

2: I do believe that I am a natural born public speaker. When I speak, people tend to like listening. I chose education because you serve a purpose even though at times it doesn't feel like it. Furthermore, I have a passion for helping others learn and grow, shaping the minds of future generations, and making a positive impact on society. In turn educating others makes me grow as a person as well.

Interviewer:

What is your current role in the school? Post level 1, 2 or 3?

Participant:

3: Currently I am Post level 1 but I am also responsible for the photography at the school. Capturing every moment that matters and I also coordinate the debate. Lastly I am the grade 12 coordinator for English FAL and I have been a coordinator for grades 9, 10 and 11 in previous years.

Interviewer:

Are you aware of a policy implemented by the Department of Education, which is geared toward quality management?

Participant:

4: I am aware of the policy and in theory I think it is a very good thing, but ultimately I do not think it is sufficient as it is not being evaluated and controlled as it should be by the Department of Education.

Interviewer:

Tell me more about IQMS and what you know about it.

Participant:

5: IQMS stands for Integrated Quality Management System. It is a framework or system used in some educational institutions to manage and monitor the quality of education. It typically includes various processes and practices aimed at ensuring the effectiveness of teaching and learning. I need to fill in the forms annually, but also feel like it is a waste of time considering the fact that nothing really happens if you address certain issues in these forms. It falls on deaf ears. Like I said in theory it may be brilliant when it comes to actually reaching its goals it just doesn't

Interviewer:

In your experience, discuss the advantages of IQMS

Participant:

6: The possible advantages of IQMS can include improved accountability, standardisation of practices, enhanced teacher development, effective assessment and evaluation methods, streamlined administrative processes, and overall quality improvement in the educational institution.

Interviewer:

Do you know that IQMS was changed to QMS?

Participant:

7: Yes I did, I joined a meeting discussing this change. According to my knowledge a section was removed.

Interviewer:

Tell me what you know about QMS

Participant:

8: QMS stands for Quality Management System. It is a comprehensive framework used in various industries, including education, to manage and improve quality-related processes, procedures, and outcomes. QMS typically involves setting standards, implementing quality control measures, monitoring performance, and continuously improving the quality of products, services, or processes. In short it does exactly the same as IQMS except for something that was removed, but according to me the goal is exactly the same = improving and analysing education.

Interviewer:

How was QMS implemented throughout 2022 at the school where you work

Participant:

9: Like I mentioned, we attended a meeting where they discussed the change. Furthermore we have an appointed teacher at the school who is in charge of QMS and she instructs the HODs on what to do in turn they will inform the educators in their department.

Interviewer:

How does the implementation of QMS support teacher development?

Participant:

10: The implementation of QMS can support teacher development by providing a systematic and structured approach to evaluating and improving teaching practices. It can include processes for gathering feedback, conducting classroom observations, analysing student performance data, and identifying areas for improvement. Its aim is for the educator to grow continually and also be aware of what they may lack. To a certain extent if the educator completes these forms with the right mind-set I think it is possible for us to grow and it may make it easier to understand in what areas we should grow.

Interviewer:

What motivates you to continually develop yourself as a teacher? You can use extrinsic and intrinsic motivators to guide your discussion.

Participant:

11: I would say I am motivated by a combination of intrinsic and extrinsic factors. Intrinsic motivators will include a genuine passion for teaching, the desire to make a positive impact on students' lives, the joy of seeing students learn and grow, and the fulfilment derived from sharing knowledge. Extrinsic motivators include recognition, appreciation, career advancement opportunities, professional growth, and the support of colleagues and administrators.

Interviewer:

Do you find means to develop yourself? Do you attend training sessions in your capacity?

Participant:

12: There are various opportunities to attend training sessions, workshops, conferences, seminars, online courses, or engage in collaborative learning opportunities with other educators. The Department of Education also provides bursaries for further education which I will possibly make use of to educate myself even further.

Interviewer:

What challenges do you experience in pursuing professional development?

Participant:

13: The challenges I experience include limited time and resources, conflicting priorities, heavy workloads, difficulty accessing relevant training opportunities, lack of support from the school administration, and the need to balance professional development with other personal and professional responsibilities. Also financial assistance which may no longer be a problem.

Interviewer:

Does management support you in teacher development?

Participant:

14: Ideally, effective school management should prioritise and support teacher development initiatives by providing resources, funding, time, and a positive culture that values continuous learning. Supportive management can create an environment where educators feel encouraged and empowered to engage in professional development activities. To a certain extent I guess our management informs us of opportunities, but I do think their workload is too heavy to fully support educators and they are at times also just too exhausted to create a positive work environment.

Interviewer:

How does teacher motivation influence quality teaching and learning?

Participant:

15: Teacher motivation plays a crucial role in quality teaching and learning. When educators are motivated, they are more likely to be engaged, enthusiastic, and committed to their profession. Motivated educators tend to invest more effort and time in their instructional practices, seek innovative teaching strategies, and continually improve their knowledge and skills. This, in turn, positively impacts student motivation, engagement, and achievement, leading to improved overall quality of teaching and learning. Unfortunately even though I am passionate about teaching, I have thought about other opportunities that may be more beneficial for my financial and mental health. If certain things didn't motivate educators. Honestly there wouldn't be any.

Interviewer:

How can professional development be defined in the light of quality management?

Participant:

16: In the context of quality management, professional development can be defined as a planned and systematic approach to enhancing the knowledge, skills, attitudes, and competencies of educators. It involves providing opportunities for educators to develop and refine their instructional techniques, learn new teaching methodologies, acquire subject knowledge, stay updated on educational research and best practices, and improve their overall effectiveness in the classroom. To a certain extent QMS can provide a teacher with the tools to improve on and analyse these shortcomings. If you can identify a problem, you can solve it and possibly improve and develop professionally.

Interviewer:

Does professional development impact the quality of teaching and learning?

Participant:

17: Yes, professional development has a direct impact on the quality of teaching and learning. When educators engage in meaningful professional development activities, they acquire new knowledge, skills, and strategies that can positively influence their instructional practices. This can lead to improved student engagement, increased learning outcomes, more effective classroom management, better assessment and feedback

practices, and overall higher quality teaching and learning experiences for students. In short obviously the more you know the better you can teach.

Interviewer:

Who is responsible for the professional development of educators; the educator, school management team?

Participant:

18: The responsibility for professional development of educators is typically shared between the educators themselves and the school management team. Educators have a personal responsibility to engage in continuous learning and seek opportunities for their professional growth. At the same time, school management plays a vital role in creating a supportive environment, allocating resources, providing access to relevant professional development opportunities, and encouraging and facilitating educators' participation in such activities.

Interviewer:

How can goals motivate educators to reach professional development?

Participant:

19: Goals can be powerful motivators for educators to reach professional development. Setting clear, specific, and achievable goals can provide direction, focus, and purpose for educators' professional growth. Goals can be related to improving specific teaching skills, adopting new instructional strategies, integrating technology in the classroom, or pursuing advanced degrees or certifications. When educators have well-defined goals, they are more likely to be motivated, take action, and invest in activities that contribute to their professional development.

Interviewer:

Will instilling insight with educators guide them towards professional development?

Participant:

20: It's unclear what you mean by "instilling insight with educators." If you're referring to providing educators with clear guidance, vision, and support, then yes, such guidance can certainly guide educators towards professional development. When educators have a clear understanding of their professional goals and receive support from school management in terms of guidance, resources, and opportunities, they are more likely to be motivated and actively engage in professional development activities.

Interviewer:

How can the implementation of policies ensure desired quality?

Participant:

21: The implementation of policies can help ensure desired quality by establishing clear guidelines, expectations, and standards that need to be followed. Policies provide a

framework for consistency and uniformity in practices, processes, and outcomes. When well-designed and effectively implemented, policies can support quality management by:

Setting standards: Policies define the expected quality standards and benchmarks that need to be achieved. They provide a reference point for evaluating performance and ensuring that the desired level of quality is met.

Providing guidance: Policies outline the procedures, protocols, and best practices to be followed. They offer clear guidance on how to implement quality management processes and ensure that educators have a common understanding of the expected practices.

Monitoring and evaluation: Policies often include mechanisms for monitoring and evaluating performance against the established standards. This allows for ongoing assessment and feedback, ensuring that any deviations from the desired quality can be identified and addressed promptly.

Continuous improvement: Policies can facilitate a culture of continuous improvement by emphasizing the need for reflection, feedback, and iterative processes. They encourage educators to seek opportunities for professional growth, engage in self-assessment, and contribute to the enhancement of quality practices.

Policies also help the school with certain legal matters and it can also form behaviour.

Interviewer:

How does the QMS policy document promote educators' professional development?

Participant:

22: The QMS policy document can promote educators' professional development by providing a framework and guidelines for their growth and improvement. The document may include provisions that support professional development initiatives such as:

Training and workshops: The policy document can emphasize the importance of training and workshops as part of the QMS implementation. It may outline the types of training opportunities available, the frequency of participation, and the expectation for educators to engage in continuous learning.

Support for collaboration: The policy document can encourage educators to collaborate with colleagues, both within the school and externally, to enhance their professional development. It may promote sharing of best practices, peer observation, and collaborative projects.

Performance evaluation and feedback: The policy document can outline the process of performance evaluation and feedback, which can serve as a mechanism for identifying areas for improvement and guiding educators' professional development plans. It may provide guidelines on how feedback should be given and received in a constructive and supportive manner.

Recognition and rewards: The policy document may include provisions for recognizing and rewarding educators' efforts and achievements in professional development. This can serve as an incentive and motivation for educators to actively engage in continuous learning and growth.

Overall, the QMS policy document can create a supportive and conducive environment for educators' professional development by highlighting its importance, providing clear expectations, and offering resources and opportunities to foster continuous improvement and growth. That is if you as an educator use QMS correctly and diligently work on the aspects you mentioned you are lacking.

ANNEXURE E: SAMPLE OF CODING TABLE

Quotation Content	Codes
improved accountability, standardisation of practices, enhanced teacher development, effective assessment and evaluation methods, streamlined administrative processes, and overall quality improvement in the educational institution.	Growth QMS: Understanding
Its aim is for the educator to grow continually and also be aware of what they may lack. To a certain extent if the educator completes these forms with the right mind-set I think it is possible for us to grow and it may make it easier to understand in what areas we should grow.	Growth
Extrinsic motivators include recognition, appreciation, career advancement opportunities, professional growth	Growth
attend training sessions, workshops, conferences, seminars, online courses, or engage in collaborative learning opportunities with other educators. The Department of Education also provides bursaries for further education which I will possibly make use of to educate myself even further.	Growth Professional Development Training and Development
Teacher motivation plays a crucial role in quality teaching and learning. When teachers are motivated, they are more likely to be engaged, enthusiastic, and committed to their profession. Motivated teachers tend to invest more effort and time in their instructional practices, seek innovative teaching strategies, and continually improve their knowledge and skills. This, in turn, positively impacts student motivation, engagement, and achievement, leading to improved overall quality of teaching and learning	Growth Motivation
providing opportunities for teachers to develop and refine their instructional techniques, learn new teaching methodologies, acquire subject knowledge, stay updated on educational research and best practices, and improve their overall effectiveness in the classroom.	Growth

Code	Comment	Code Group 1	Code Group 2	Code Group 3
Administrative Tasks		Limitators		
Developmental Challenges				
Experiences				QMS
Goals				
Growth			Professional Development	
Implementation				QMS
Management function				
Measuring			Professional Development	
Motivation				
Opinion			Professional Development	
Professional Development				
QMS				QMS
QMS: Misconception				QMS
QMS: Process				
QMS: Understanding				QMS
QMS: Value				QMS
Time management		Limitators		
Training and Development				

	Interview 1 Gr=33	Interview 2 Gr=26	Interview 3 Gr=22	Interview 4 Gr=32	Interview 5 Gr=20	Interview 6 Gr=23	Interview 7 Gr=23	Interview 8 Gr=20	Totals
○ Goals Gr=14	1	3	3	4	1	1	1	1	14
● Growth Gr=58	11	8	7	12	7	8	5	2	58
● Motivation Gr=22	4	3	2	6	1	2	4	5	22
Totals	16	14	12	22	9	11	10	8	101