

**Principals and educators' perceptions of the implementation of the  
Quality Management System in Gauteng**

by

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October 2024

## DECLARATION OF ORIGINALITY

I, Neo Letsatsi, declare that the dissertation titled **“Principals and educators’ perceptions of the implementation of the Quality Management System in Gauteng”**, is entirely my original work. The sources used to gather information in this study have been duly acknowledged. This dissertation is being submitted to meet the requirements for a Magister Educationis in Education Management, Law and Policy at the University of Pretoria. I have not previously presented it to any other higher education institution as a component of a degree program.

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October 2024

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Ethics Committee

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The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, applicable ethics approval. The author declares that he has observed ethical standards required in terms of the University of Pretoria's Code of Ethics for researchers and the Policy guidelines for responsible research.

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#### TO WHOM IT MAY CONCERN

This is to confirm that I have completed the language editing of the thesis **Principals' and educators' perceptions of the implementation of the Quality Management System in Gauteng** by Neo Letsatsi submitted in fulfilment of the requirements for the degree Master of Education in the Department of Education Management and Policy Studies in the Faculty of Education at the University of Pretoria.

Yours faithfully



Isobet Oberholzer

11 June 2024

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## ABSTRACT

Studies indicate that educator performance management systems and continuous educator development and support in the provision of quality teaching and learning in all classrooms are of importance, however lacking. Consequently, nations worldwide are investing heavily in educational systems to establish strong quality management frameworks that will ensure excellent educator performance and provide high-quality education for all students. South Africa is no exception as the government recently revised the Integrated Quality Management System to (IQMS) to the Quality Management System (QMS).

This study uses a qualitative research approach inspired by the interpretive paradigm to identify the perceptions that principals and educators have on the implementation of the new Quality Management System (QMS) in the South African education system. Six secondary schools in the Gauteng East district of the Gauteng province were used as research sites, each school resembling a case in this multiple case study. A purposive sampling was used to select eighteen participants, which included six principals, six departmental heads and six educators, with an equal representation of fee-paying and no-fee-paying schools. Data was collected through face-to-face semi-structured interviews, in order to extract a detailed account from the participants, with document analysis used to triangulate the findings. The European Foundation for Quality Management (EFQM) was used as a theoretical lens indicating how quality education can be managed in schools.

The data was analysed thematically, and gave rise to five themes. The findings show that there are differences in how educators interpret the QMS document, which inevitably influence how it is implemented. Furthermore, although the QMS is re-branded after the IQMS, some participants are of the opinion that the QMS will not yield the expected results due to its close association with the IQMS. A number of factors that threatened the possible prosperity of the QMS were uncovered. This study suggests that educators should be central in policy formulation processes and be sufficiently capacitated regarding all performance management systems.

**Keywords:** Quality management system (QMS); educators; perception; educator performance; school performance

## LIST OF ABBREVIATIONS / ACRONYMS

DAS	Developmental Appraisal System
DBE	Department of Basic Education
DH	Departmental Head
DOE	Department of Education
DSG	Developmental Support Group
EEA	Employment of Educators' Act
EFQM	European Foundation of Quality Management
ELRC	Education Labour Relations Council
GDE	Gauteng Department of Education
HOD	Head of Department
IQMS	Integrated Quality Management System
PMS	Performance Management System
QMS	Quality Management System
SASA	South African School Act
SDT	School Development Team
SIP	School Improvement Plan
SMT	School Management Team
WSE	Whole School Evaluation

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# CHAPTER 1: INTRODUCTION TO THE STUDY

## 1.1 BACKGROUND

The United Nations' fourth sustainable goal on quality education emphasises the importance of providing inclusive and equitable quality education for all learners, whilst promoting lifelong learning opportunities. Nabi et al. (2018) indicate that any country's main concern is the provision of quality education and placing a high priority on improving their educators' performance. As such, governments are devoting greater resources and new policy frameworks to monitor the performance of educators and provide continuous support. Continuous professional development of educators is crucial to improve the standard of education offered to all learners (Wabule, 2016; King, 2014). Since educators play a key role in delivering high-quality education, it is essential to continuously assess their performance and offer on-going support to improve school performance (Elliott, 2015). Adopting a quality management system (QMS) would help governments to improve educators' teaching practices and monitor the provision of high-quality education.

Globally, governments have implemented initiatives to monitor educators' performance and ensure the provision of high-quality education. For instance, head teachers in the United Kingdom are accountable for implementing quality management systems to ensure high-quality education as part of their commitment to leadership (Barnett, 2014). In this case, the main responsibility falls on the head teachers to establish systems for performance evaluation and professional growth of educators. To ensure that educators within the education system are held to a greater standard of accountability, the United States of America has established quality management initiatives (Desimone & Garet, 2015). Classroom observations and the analysis of learners' results are critical components of this system, which informs the developmental needs of individual educators and the institution. In Canada, a quality management system is put in place to ensure greater accountability amongst educators and enhance school performance (Barnett, 2014). This includes lesson observations and meetings with the school managers and senior educators to discuss areas in which support may be required. Ensuring high-quality education is a priority for all nations, including the three mentioned in this context, which are advanced in various aspects.

Several developing countries whose education system has been gradually progressing have implemented different systems to manage educator performance and provide continuous support and development. Phin (2015) states that the education system in Malaysia is focusing on quality management initiatives to enhance the quality of teaching, learning, and

learner performance. The focus of quality management in Malaysian schools is on educator development and support. The philosophy that underpins this approach is that supporting and developing educators has an overall positive impact on learner achievement. According to Brown and Militello (2016), quality management in Kenya has a substantial impact on how educators develop their attitudes, which in turn affects their performance. This results in an improvement in classroom teaching and learning processes, ultimately leading to improvements in learners and schools' academic performances. After phasing out the Transparent Evaluation System, the Botswana government introduced a new Teaching Service Management System to objectively assess educators' performance (Darling-Hammond, 2016). In this regard, there has been a concerted effort to ensure that policies like QMS are adopted and put in place to enhance the education outputs, depending on the context of the nation.

The Integrated Quality Management System (IQMS) was implemented in South Africa by merging previously separate systems, such as the Performance Management System, Developmental Appraisal System, and Whole School Evaluation (ELRC, 2003). According to the Education Labour Relations Council (ELRC), the main goals of the IQMS were to oversee and evaluate the effectiveness of the school's systems, promote the professional development of educators, and improve their performance. However, studies have indicated that the implementation of IQMS in educational institutions did not provide the expected results. This can be attributed to educators developing unfavourable attitudes towards it due to inadequate advocacy before its implementation, time-consuming performance objectives, and demanding administrative obligations (De Clercq, 2013; Queen-Mary & Mtapuri, 2014; Musundire, 2015). These challenges demonstrated that IQMS was insufficient for performance management and accountability purposes.

The challenges encountered during the deployment and use of IQMS necessitated the need for modifications in educator performance management systems. This prompted the 2009 Educators' Summit, which aimed to identify and address the issues associated with IQMS implementation (Centre for Development and Enterprise, 2017). The conference decided to simplify and rename the Integrated Quality Management System as the Quality Management System (QMS), leading to the implementation of Collective Agreement No. 2 of 2020.

The QMS is a system utilized by school-based educators to effectively manage and evaluate their performance. It has replaced the previous IQMS and aims to strengthen school performance standards (ELRC, 2020). Ideally, the school management team should build

and administer a quality management system to foster an environment that encourages educators to continuously develop in order to raise the standard of teaching and learning and provide high-quality education (Matorera, 2018). In this regard, the QMS seeks to overcome the issues that faced the IQMS. These goals are related to the Department of Basic Education's (DBE) responsibility to meet the country's educational goals in a way that promotes increased efficiency and effectiveness.

IQMS and QMS differ significantly, although having identical principles. According to the ELRC (2020), QMS conducts two annual appraisal systems: one at mid-year and the other one at the end of the year. The goal is to assist educators' on-going professional development (Ngakane, 2021). The QMS has tasked school management teams (SMTs), which are educators' immediate managers, with overseeing educator performance and evaluations. This reflects a departure from the development support groups, whose responsibilities have not been fully fulfilled (Queen-Mary & Mtapuri, 2014; Steyn, 2013). The establishment of work plans also allows SMTs to evaluate educators against the benchmarks they have set for themselves over time. This provides a constant process of help, progress, and on-going reflection.

The ELRC developed the Quality Management System (QMS) in November 2014, and it was officially recognized as Collective Agreement No. 2 in 2020. The introduction of the Quality Management System (QMS) has been progressively executed, first with principals in January 2021 and then expanded to educators from January 2022. In light of this situation, it is evident that the IQMS has been gradually discontinued, and SMTs are currently being instructed to use QMS in order to oversee and enhance the performance of educators, hence boosting the overall performance of schools. Several research gives information on educators' experiences with IQMS implementation and problems (De Clercq, 2013; Masetla, 2018; Sigudla, 2019). This study investigated the perspectives of principals and educators on the adoption of the newly introduced Quality Management System (QMS) after the shift from IQMS.

## **1.2 PROBLEM STATEMENT**

The IQMS was substituted by the QMS due to widespread criticism for its inability to achieve its objective, mostly attributed to several implementation difficulties. The unsuccessful implementation of IQMS can be attributed to the absence of effective advocacy, the decline in staff morale resulting from inadequate working conditions for educators, and the educators' inability to adapt to policy changes (Queen-Mary & Mtapuri, 2014, Sebola &

Malema, 2014; De Clercq, 2013). However, it remains critical to determine whether the changes that come with the implementation of QMS are sufficient enough to make it more effective than the IQMS. Furthermore, questions remain regarding the competency of SMTs to ensure that the QMS will work.

It is expected that the QMS will improve school performance and promote quality education. However, the problem is that the feasibility of QMS achieving its objectives has not been established (Ngakane, 2021). Khan (2021) also indicates that since QMS was introduced as a rebrand of IQMS, which did not yield the expected results, it remains unclear if the changes would bring about the developmental outcomes intended. In addition, Gautam (2016) asserts that there is a lack of definitive information about the implementation of new assessment systems and their effects on teaching and learning. Given the issues highlighted by the authors, it cannot be certain that implementing QMS would result in a favorable conclusion. Hence, it is important to establish principals and educators' perceptions of QMS.

### **1.3 RATIONALE FOR THE STUDY**

The fundamental motivation for this study is my interest in quality management systems in schools and school performance. As an educator who has served in the school development team (SDT), I experienced challenges with the IQMS which was implemented for compliance reasons and was perceived as a burdensome administrative task, which did not fulfil its objectives. This study therefore sought to identify how the new and simplified QMS could fulfil its objective to improving the performance of South African schools.

The second motivation for conducting this study is the increased focus on systems that will enable the provision of quality education and the gaps identified by researchers regarding school managers' perceptions of the implementation of the newly introduced QMS (Ngakane, 2021; Ngema & Lekhetho, 2019). For instance, in his study of the impact of educators' performance appraisal on quality education, Khan (2021) found that principals and educators' perceptions of this policy change (from IQMS to QMS) have not been identified. Similarly, school-based educators' views on the implementation of QMS in school performance have not yet been established (Kumar & Singh, 2020). The above authors indicate gaps and new research is needed on the QMS that is now being implemented in schools. This study aimed to contribute to the existing information on the delivery of high-quality education by investigating the viewpoints of principals and educators about the adoption of Quality Management Systems (QMS).

## 1.4 PURPOSE OF THE STUDY

This study aimed to investigate how secondary school principals and educators in the Gauteng East district perceive the implementation of QMS to improve school performance levels.

The study aimed to achieve the following objectives:

- ❖ To establish how principals and educators understand the newly implemented QMS;
- ❖ To explore principals and educators' perceptions of QMS implementation processes;
- ❖ To identify the factors that influence the implementation of QMS;
- ❖ To determine the influence of QMS on school performance as perceived by principals and educators; and
- ❖ To determine how the QMS can be integrated with the continuous professional development requirements of the South African Council for Educators (SACE).

## 1.5 RESEARCH QUESTIONS

The main research question that guided this study was as follows:

*How do secondary school principals and educators in the Gauteng East District perceive the implementation of Quality Management System?*

In order to address the primary research topic, a set of subsidiary research questions were formulated:

- ❖ How do principals and educators understand QMS?
- ❖ How do principals and educators perceive the QMS implementation process?
- ❖ What are the factors influencing the implementation of a quality management system in schools?
- ❖ How can the newly adopted Quality Management System enhance school performance?
- ❖ How can the QMS be integrated with the continuous professional development requirements of the South African Council for Educators (SACE)?

## 1.6 CLARIFICATION OF CONCEPTS

The subsequent terms are elucidated in order to offer enhanced lucidity on the main concepts in the study.

### **1.6.1 Quality Management System**

A quality management system is a comprehensive framework consisting of rules, processes, and procedures that aim to enhance results by evaluating and overseeing the performance of people (Whitley, 2016). This encompasses the tasks of giving feedback, acknowledging and incentivising outstanding performance, and guaranteeing the efficient and effective delivery of high-quality services to schools in accordance with the department's aims and objectives.

### **1.6.2 Integrated Quality Management System**

According to the ELRC (2003), the Integrated Quality Management System (IQMS) is a comprehensive framework that aims to improve and supervise the performance of the educational system. This approach combines three separate programs: The Development Appraisal approach (DAS), the Performance Measurement System (PMS), and the Whole School Evaluation (WSE). Each program contributes to the overall objective of maximising the performance of the educational system.

### **1.6.3 Principal**

According to Section 1 of the South African School Act 84 (RSA, 1996), a principal is an educator who is appointed or serving in a position specifically created to lead the school. The principal bears the ultimate duty for ensuring efficient administration of the school. As per Section 16 of the South African Schools Act 84 (RSA, 1996), the principal is accountable for overseeing the administration of the school, and does so under the jurisdiction of the provincial Head of Department.

### **1.6.4 Educators**

According to the Employment of Educators' Act 76 (RSA, 1998), educators are educational practitioners who engage in training and teaching of others and professionally manage the teaching and learning processes.

### **1.6.5 Perceptions**

The Oxford English dictionary (2020) defines perceptions as beliefs and opinions about a specific aspect. Within the scope of this study, perceptions refer to the beliefs and opinions that participants have of the implementation of QMS in their schools.

### **1.6.6 Implementation**

Implementation refers to the execution of a certain plan (Steyn, 2013). In this study, implementation refers to the entirety of the procedures involved in managing the Quality Management System (QMS) for educators stationed in schools.

### **1.6.7 Secondary schools**

For the purposes of this study, secondary schools are defined as educational institutions that offer instruction to learners from grade eight to grade twelve. These schools play a crucial role in preparing students for the opportunities to pursue further education at postsecondary institutions.

### **1.6.8 Educator evaluation**

According to Sawchuk (2015), educator evaluation is a formal process used to assess an educator's efficacy and performance in order to support educators' professional development. In this study, evaluating educators involves supporting educators using the QMS.

### **1.6.9 Educator performance**

According to Connally and Tooley (2016), educator performance refers to the collection of actions, attitudes, and conduct in the teaching-learning setting that leads to the accomplishment of educational objectives. In this study, educator performance refers to how well educators perform in comparison to the requirements of the school performance management systems.

### **1.6.10 School performance**

School performance refers to the academic performance of all registered learners at a school. This involves meeting goals and achieving educational objectives using a set of assessment criteria across all academic subjects to assess the extent to which the learners have achieved the intended knowledge and skills (Day & Sammons, 2016).

### **1.6.11 Quality assurance**

This concept relates to management methods that may be employed to possibly promote the attainment of desired quality or improvements in quality and results (Public Service Commission, 2018). Within the scope of this study, quality assurance refers to methods and strategies such as the QMS used to promote the provision of quality teaching and learning.

## **1.7 THEORETICAL FRAMEWORK**

This study employed the European Foundation for Quality Management (EFQM) as its theoretical framework. This model was developed by the European Commission with the aim of enhancing organisations across all their activities (Hakes, 2017). The EFQM is very similar to total quality management, a concept founded on the idea that employees should equally uphold high standards of work in all operational areas of an institution.

The EFQM is a self-assessment tool that may be used at all levels in different organisations, regardless of sector and size, to drive great service standards. It is generally popular in the healthcare sector, however applicable in the education sector (Parsa et al., 2005). Organisational excellence and general quality management are its main pillars. The EFQM excellence model has been widely adopted by organizations globally, including those in the public sector, to enhance performance since its inception.

The model has nine dimensions (sometimes known as a set of criteria) that form the core of an organisational improvement strategy. Enablers and results/outcomes are the two categories into which the criteria are divided. Uygur and Sumerli (2013) assert that the enablers are people and systems that improve the chances of achieving desired outcomes. Leadership, people, policy and strategy are examples of enablers, along with processes (Hakes, 2017). The outcomes are what come about as a result of integrating people, strategies, and processes for a certain goal. The Quality Management System (QMS) focuses on guaranteeing the delivery of high-quality education and instructional activities. Schools can build a complete framework for achieving excellence and consistently raising the standard of education they offer by implementing the principle of EFQM into the quality management system for education. Chapter 2 contains a more comprehensive elucidation of the EFQM.

## **1.8 RESEARCH METHODOLOGY**

The research methodology outlines the specific research paradigm, technique, and design employed in this study. The methods for sampling, the tools used for data collection, and the methodology for data processing are described. The research methodology also outlines the measures used to ensure the study's accuracy, reliability, and ethical considerations. Chapter 3 contains a thorough examination of the study methods.

### **1.8.1 Research paradigm**

The interpretive paradigm of research guides this investigation. An interpretive paradigm refers to a method of investigation that aims to construct a comprehensive understanding of the participants' surroundings (Nieuwenhuis, 2016; Tracy, 2013). According to Creswell (2014), the interpretative paradigm endeavours to establish new meanings and interpretations for multiple realities. The rationale for employing the interpretative paradigm is rooted in the necessity to comprehend the participants' daily experiences.

### **1.8.2 Research approach**

The study employed a qualitative research approach in order to align with the interpretive research paradigm. De Vos et al. (2015) establish a connection between the interpretative paradigm and qualitative research methods. This study employed a qualitative research technique to explore the viewpoints of educators regarding their work in schools. A qualitative research methodology allows for the direct collecting of data from the source and facilitates a better understanding of participants from their own perspectives (McMillan & Schumacher, 2014; Maree, 2016).

### **1.8.3 Research design**

The research utilised a multiple case study methodology. This choice is consistent with Hennink et al. (2020) perspective that a case study is a viable design for qualitative studies. This approach was deemed appropriate for the study's qualitative nature, aligning effectively with the research challenge at hand. Maree (2016) describes a case study as an investigation into a specific phenomenon within its natural context, while McMillan and Schumacher (2014) emphasise that a multiple case study approach involves examining multiple locations or scenarios. Consequently, the investigation adopted this design to gather information from six distinct secondary schools in the Gauteng East district, treating each institution as a separate case within the study.

### **1.8.4 Sampling techniques**

The research was carried out at six secondary schools located in the Gauteng East district, which is part of the Gauteng Province in South Africa. The schools that participated were purposefully sampled since they have diverse backgrounds. Three of these schools were no-fee-paying schools, catering to historically marginalised communities. The remaining three schools are fee-paying institutions, denoting well-funded educational establishments.

The objective of selecting schools from both fee-paying and no-fee-paying categories is to generate more comprehensive and diverse perspectives from various educational settings.

Participants play a crucial role in providing valuable information to help answer the study questions (McMillan & Gogia, 2014; Creswell, 2014). The adoption of QMS involves multiple stakeholders; hence data was gathered from various parties. The research involved the active involvement of the principals from each school. Principals, in their capacity as professional managers of their schools, are obligated to actively participate in the Quality Management System (QMS) processes as well as personnel assessment and development programs (Derrick, 2016). This study also included one departmental head from each school. As subject specialists and senior educators in each school, departmental heads are involved in leading and managing the teaching activities in their departments and the implementing appropriate quality assurance measures (Du Plessis & Eberlein, 2018). Furthermore, this study included one educator from each school. Educators are important as they are at the grassroots level of teaching the curriculum.

#### **1.8.5 Data generation techniques**

Data collecting procedures are the specific methods used to obtain data that contains a significant amount of information for a research study. Data generation involved the use of face-to-face semi-structured interviews and document analysis as data collection methods. Researchers employ semi-structured interviews due to their flexibility, enabling a higher level of interaction between the researcher and the participants (McMillan & Gogia, 2014; McMillan & Schumacher, 2014). This allows for the exploration and posing of questions aimed at obtaining clear and detailed information to enhance the study data (Maree, 2016; Bryman, 2016). Every interview took place at the schools, specifically in the participants' natural environment. An analysis of documents pertaining to the research area, such as the School Development Plan, School Improvement Plan, and Academic Performance Improvement Plan, helped to cultivate a thorough comprehension of the research issue. The utilisation of a blend of data collection tools enhanced the research outcomes (Maree, 2016; Creswell, 2014).

#### **1.8.6 Data analysis**

This study used thematic data analysis to analyse the data. The decision to use thematic data analysis is based on its capacity to facilitate the recognition and compilation of patterns (Creswell, 2013; Bryman, 2016). The data collected from the interviews has been transcribed and a database has been established to store the research findings. The data

were thoroughly reviewed and analysed. This involved coding, categorising, and consolidating categories into overarching themes and sub-themes.

## **1.9 ACCURACY AND TRUSTWORTHINESS**

In order to guarantee the accuracy and dependability of the study findings and conclusions, the following protocols were executed:

- ❖ Crystallisation: The use of many data collection methods augmented the trustworthiness and dependability of the results (Maree, 2016).
- ❖ Data audio-recording: The participants' consent was obtained to record face-to-face semi-structured interviews in order to provide a comprehensive and accurate description (McMillan & Schumacher, 2014).
- ❖ Prolonged duration for data collection: The researcher spent a substantial quantity of time in the school setting conducting semi-structured interviews and document analysis to gather data. This enabled the researcher to acquire a profound comprehension of the participants' personal experiences.
- ❖ Member verification: A transcript of the audio-recorded semi-structured interview was provided to each participant in order to verify its validity (McMillan & Schumacher, 2014).

## **1.10 ETHICAL CONSIDERATIONS FOR THE STUDY**

The study was conducted in accordance with the ethical standards of the discipline. All ethically permissible criteria for the study were considered during the various phases of the data collection procedure. I submitted an application to the Ethics Committee of the Faculty of Education at the University of Pretoria in order to acquire clearance to conduct research in schools. Additionally, I requested permission from the Gauteng Department of Education, in order to conduct the study in schools. I was granted permission for both of these applications prior to the commencement of data collection. The participants were informed of the study's objective and were guaranteed that they had complete autonomy in determining whether or not to participate. This is a result of their democratic right to either participate in or decline the study (McMillan & Schumacher, 2014).

The participation of all participants in this investigation was voluntary. The ethical principle of voluntary participation underscores the significance of guaranteeing that all participants are aware of the fact that their participation in the study is voluntary and not obligatory (Maree, 2016; Siegle, 2017). All participants were informed that their participation in the study does not result in any financial compensation. They were also reminded of their right

to disengage from the study at any time if they so choose. The confidentiality of the institutions and participants was preserved through the use of codes to represent schools and individuals. All participants' submitted information was maintained in confidence (Creswell, 2014).

## **1.11 STRUCTURE OF THE STUDY**

The study is designed in the following manner to ensure that it is well-organized and coherent, and that it effectively addresses the objectives:

### **Chapter 1: Introduction and orientation to the study**

The introduction, context, problem statement, and rationale for the study are all presented in this chapter. The chapter provides a thorough elucidation of the study's objective and the research questions that served as its strategic framework. Additionally, the theoretical framework and methodology are described. The study includes the definitions of the concepts that are employed. Furthermore, the chapter offers an overview of the framework of the investigation. Additionally, the study's framework is specified.

### **Chapter 2: Literature review**

Chapter 2 provides a study of literature relevant to this study. This chapter reviews a variety of journal articles, theses, and books related to quality management systems. The chapter is separated into sections that are based on the study questions. This chapter offers a thorough explanation of the theoretical foundation that served as the data's guide.

### **Chapter 3: Research methodology and design**

The research methodologies employed in this study are delineated in Chapter 3. This chapter provides an explanation of the interpretive research paradigm that was selected to guide the qualitative multiple case study approach. Additionally, this chapter offers a thorough examination of the study's participants and the sampling methodology that was implemented. The study employed two data collection instruments, which are detailed in this chapter. This chapter also delineates the methods employed to analyse the data, as well as the procedures that were implemented to guarantee the reliability and credibility of the study. Additionally, this chapter offers a comprehensive examination of the ethical issues that are pertinent to this investigation.

## **Chapter 4: Findings and discussion**

The data collected through document analysis and face-to-face semi-structured interviews is analysed in Chapter 4. The purpose of this chapter is to analyze data in order to address the research concerns.

## **Chapter 5: Summary of findings, conclusions and recommendations**

The findings are succinctly summarized in Chapter 5. A substantial portion of the research activity is constituted by these discoveries. Additionally, this chapter presents the conclusions and recommendations that are derived from the research findings and establish a foundation for prospective topics that may require further research.

### **1.12 CHAPTER SUMMARY**

Chapter 1 included a comprehensive summary of the research and established the essential background for the investigation. The research topic, aims, objectives, and research questions were unambiguously specified. This chapter provides a concise overview of the research methodologies employed, the theoretical framework utilized, and a brief description of the subsequent chapters. The upcoming chapter provides a thorough examination of the existing body of literature about quality management systems. A wide range of academic articles, theses, and books are used to offer a thorough comprehension of the global teacher performance management system, the historical development of teacher evaluation in South Africa, and the impact of a quality management system on school performance.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This literature review identifies the areas where this study will provide new information and places it in the scholarly literature. The chapter is organised to present relevant evaluations regarding school performance and the provision of quality education. The chapter presents school performance and quality education evaluations. It covers a global perspective on educator performance management, the history of educator performance management in South Africa, the implementation of the Quality Management System (QMS) in South African schools, and principals and educators' views on using the QMS to improve school performance. The literature review also analyses the European Foundation for Quality Management, which provides a theoretical framework for the Quality Management System (QMS) and school performance.

### **2.2 THE RELATIONSHIP BETWEEN QUALITY EDUCATION AND SCHOOL PERFORMANCE**

Education is an essential and indispensable component of human existence. Access to high-quality education is not just a moral imperative, but also a fundamental constitutional entitlement for every child. Elliott (2015) explains that education empowers learners with the necessary skills to make a beneficial impact on the country's growth and economic goals. The primary objective of education authorities should be to ensure the provision of education of utmost excellence; however, the definition of educational quality has been subject to various interpretations. According to Spaul (2013), quality is the measure of the level of excellence in something. It evaluates how well something satisfies particular requirements or standards. A quality educational approach is one that prioritises the holistic growth, critical thinking, and acquisition of important life skills in learners rather than just the basic transmission of information (Tabancali et al., 2017). In order for learners to flourish in different spheres of their lives, quality education attempts to equip them with the knowledge, skills, values and attitudes required.

There are numerous critical components that collectively provide an environment enabling the provision of quality education. The following key components constitute quality education:

- ❖ A current and relevant curriculum that is in line with the needs of the students and the requirements of the labour market is essential to the delivery of high-quality education (Tam, 2014).
- ❖ Competent educators are the backbone of a high-quality educational system as they are equipped with subject-matter expertise, teaching skills, and the capacity to motivate students to reach their full potential (Tam, 2014).
- ❖ According to Nowak and Dahal (2016), in addition to educator competency, the use of various teaching strategies that accommodate various learning styles is essential for the provision of quality education. Equally important for quality education is the adoption of teaching strategies that encourage critical thinking, creativity, and problem-solving.
- ❖ Quality education also comprises the development of an inclusive and safe environment that respects and celebrates diversity and encourages support for all students, including those with special needs (Tikly & Barrett, 2013).
- ❖ An on-going process of developing educators is essential for quality education. According to Kendall et al. (2017), the continuous development of educators enables them to keep abreast with the most recent teaching techniques and trends, which are vital for improving each student's educational experiences. Additionally, it gives educators the skills and knowledge they need to handle change in the school environment (Mestry, 2017).

Quality education is crucial for the comprehensive development of learners and has a substantial influence on school performance. School performance pertains to the assessment of the overall effectiveness of a school or school system. Benoliel (2015) asserts that school performance is linked to the school's efficacy in terms of academic achievement, irrespective of variations among students. Therefore, a school is deemed effective when it provides each student with the opportunity to gain the knowledge and skills necessary for achieving success in life.

According to Steyn (2013), school performance entails assessing a range of operational factors, such as teaching and learning competency, administrative efficiency and academic outcomes, all of which among others, are key indicators of a functional school. Over the years, a lot of emphasis has been placed on school performance, particularly the achieving of quality results by all learners in the system. Naicker and Mestry (2016) further highlight that school performance is determined by a number of factors, including the quality of teaching and learning, the support provided to learners, and the learner achievement rate. In essence, there is a mutually beneficial relationship between quality education and school

performance. Positive school performance outcomes are influenced by quality education, and efficient school performance assessments help guarantee that educational institutions are providing learners with high-quality education.

### **2.3 EDUCATOR PERFORMANCE MANAGEMENT AND QUALITY EDUCATION**

The guiding principles of educator performance management are drawn from the human resource management perspective. Performance management is based on the knowledge that assessing employees' performance is important to assure growth and higher productivity. The goal of performance management is to make sure that the organisation's strategic goals are achieved through a collaborative approach including both employers and employees (Day & Sammons, 2016; Hoerr, 2014). According to Moynihan and Beazeley (2016), the two main goals of performance management are to ensure that all employees perform well year-round and to address any developmental issues that might affect an employee's performance. The concept of overseeing the performance of educators has transformed as continuous performance management has replaced previous methods that were evaluative and lacked a focus on growth and improvement.

In this regard, performance management can be viewed as a way to maximise the quality of teaching and learning as well as eliminating incompetence wherever it is discovered. Newcomer and Brass (2016) elaborate that these ideal places the interests of students and professional development first. Public sector institutions, such as schools, consider the performance management system as a tool for transformation (Kroll & Moynihan, 2017). The principles of performance management are focused on growth and improvement. The focus is mostly on enhancing the calibre of services provided at educational institutions. Additionally, it can be utilised to cultivate educators, align the workforce with sector objectives, and evaluate the performance of all participants.

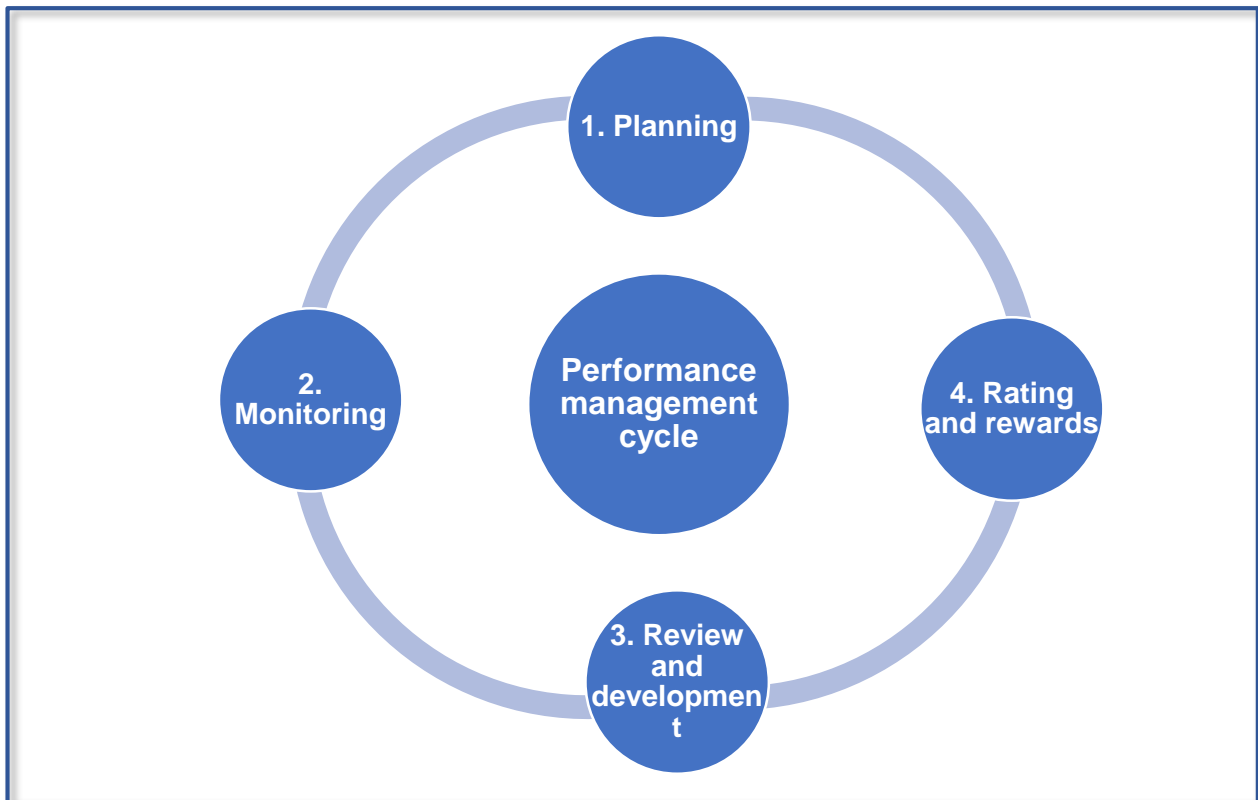
Performance management constitutes a dynamic, multi-faceted process encompassing planning, strategising, and evaluating staff performance, a concept Hoerr (2014) refers to as the performance management cycle. In the educational context, this cycle aims to align staff objectives with school goals, fostering success through an integrated performance management strategy. Traditionally, this cycle spanned an entire year, but modern practices now prioritise ongoing feedback, engagement, and employee experience, leading to adjustments in the cycle's duration across various sectors.

The conceptual foundation of the performance management cycle was laid by Peter Drucker in 1954, which emphasised breaking down organisational objectives into smaller, actionable

goals for teams and individuals (Newcomer & Brass, 2016). Specifically, in educational settings, it is crucial to establish clear goals and time-bound targets. The model by Michael Armstrong, which delineates four stages of the performance review cycle, is widely embraced in this context. These stages have evolved over time, adapting to meet the evolving requirements of organisations and ensuring a contemporary approach to performance management (Parmenter, 2015).

The following four stages are included in the definition of the performance management cycle:

**Figure 2.1: The four-phase performance management cycle (Adapted from Armstrong, 2015)**



### 2.3.1 Planning

The first step to any organisation's developmental goals is meticulous planning. Management must create a strategic plan describing the institution's main aims before setting goals with personnel (Aguinis, 2013). This includes setting team and staff goals, targets, and details. Carr and Kline (2016) recommend team engagement in goal-setting to enhance alignment and common knowledge of corporate goals. Participating in goal-setting makes employees feel that the process is fairer since they can understand the logic. This makes them feel included and satisfied.

Planning is crucial for regulating teacher performance in schools. Naicker and Mestry (2016) are of the view that performance management planning ensures schools operate efficiently to achieve their goals. Planning is essential because it clarifies all performance management goals. Lambersky (2016) states that planning gives the school direction and purpose by setting clear goals and objectives. The SMT's QMS process planning helps staff members understand what they need to achieve at specific time intervals. Resource allocation in performance management requires planning. Burke and Adler (2013) contend that effective planning helps schools allocate resources for teaching, learning, and other activities. SMTs must analyse educators' specific needs throughout QMS implementation to plan how resources are allocated to satisfy these needs.

Planning ensures performance management development and advancement. Effective planning helps schools develop (Carr & Kline, 2016). Schools may use the QMS to regularly review their goals, identify areas for improvement, and make adjustments to improve their overall performance. Burke and Adler (2013) argue that performance management planning includes staff development and training. Effective QMS implementation planning improves educator skills and knowledge, which improves student learning. Performance management planning helps schools have an organised, efficient, and productive learning environment. To create a structured, efficient, and productive learning environment in schools, performance management planning is essential. It ensures that the school operates within a clear purpose, uses resources properly, assesses progress, and continuously strives to improve its educational practices.

### **2.3.2 Monitoring**

After planning, monitoring is a critical phase in the performance management cycle. In the monitoring phase, the focus is on the diligent observation of progress against the objectives established during the planning stage. This phase is characterised by the systematic tracking of performance over a period, coupled with the documentation and analysis of the extent to which the set goals are being achieved (Carr & Kline, 2016; Benoliel, 2015). This process is vital for understanding progress, identifying areas of improvement, and ensuring that the organisation's targets are on track to be met. This will enable the management team to identify the effectiveness of processes and furthermore identify areas that need further support. It is important to ensure that a significant amount of time is invested in the monitoring of educators' performance as their performance has a significant impact on the school's overall performance and its prospects to achieve its goals (Bush & Glover, 2016).

Monitoring is therefore essential to a school's performance management system. To make sure the institution is operating efficiently and accomplishing its objectives, monitoring entails routinely evaluating many areas of the school's operations, procedures, and results (Carr & Kline, 2016). According to the ELRC (2020), one of the purposes of QMS is to monitor the performance of educators to ensure greater efficiency in the teaching and learning environment. It is therefore evident that in a school environment, monitoring is essential for quality assurance. Monitoring enables managers and educators to preserve and raise the standards of teaching and learning (Tam, 2014). To enhance overall school performance, QMS intends that the evaluation of educator performance be a formative process. Evaluation of educator performance assists schools to pinpoint areas for improvement and make the required adjustments to improve teaching strategies, and student learning outcomes.

One of the guiding principles of the implementation of QMS is to ensure that the process promotes transparency and accountability in the school context. Any form of monitoring, especially educator performance is inevitably conducted to increase accountability (Yukl, 2013). In addition to this, parents, the Department of Basic Education and the community are only a few of the stakeholders that schools must account to (McCleskey, 2014). Monitoring provides evidence of the school's performance and shows accountability in meeting the educational expectations.

The educational objectives must be regularly monitored to provide feedback on how educators are achieving the set standards. Monitoring is a continuous process that provides a chance to assess constant progress and identify issues that need attention at an early stage (Tam, 2014). Regular observation enables the early detection of challenges and ensures timely interventions. In the implementation of QMS, SMTs use the monitoring phase as formative process to follow up on educator performance, with summative evaluation twice per year.

As a whole, monitoring is critical for sustaining high standards of education, promoting accountability, and ongoing development in schools. Monitoring provides the details needed to decide wisely, identify areas that require support, spot potential areas for growth, develop intervention strategies and offer support, and make sure the institution is successfully satisfying the needs in line with its objectives.

### **2.3.3 Reviewing and developing performance management**

In a school setting, review and development are essential components of performance management. According to Darwish (2013), they have an essential role in ensuring that both the educators and the schools have overall improvement. Both the educators and the supervisor evaluate the employee's performance at this time. With the self-evaluation process, the personnel examine their successes from their perspective (Altman et al., 2013). In line with this assertion, educators use the QMS self-evaluation instrument to assess themselves against the performance standards for their post levels. Educators use this chance to assess if they have met or surpassed performance criteria. The immediate supervisor also evaluates the outcomes independently and concludes with meetings in which educators and supervisors discuss the progress and completion of goals.

The review of performance management is closely associated with continuous improvement. Tam (2014) believes that reviews give educators and schools the chance to evaluate the success of their strategies, procedure and practices. Making educated decisions about the changes that need to be made to improve the quality of education requires examining what is working and what is not. Educators' implementation of QMS requires on-going self-reflection of their daily activities and the effect it has on obtaining their objectives. Developmental initiatives can support and strengthen good performance and assist staff in keeping up with workplace changes and strategic objectives.

### **2.3.4 Rating and rewards**

The process of rating involves summarising the performance of an employee or group concerning the components and standards in their performance plan and determining their official rating. According to Buckingham and Goodall (2015), ratings are crucial for assessing employee performance and making any necessary adjustments. Ratings have been found to provide facts and measurements as well as a clear indication of comparable performance (Aguinis et al., 2013). This makes it simpler for managers to focus development conversations and assist in rewards decisions.

The reward phase constitutes the final segment of the performance management cycle, holding significant sway over employee motivation, (Burdworth et al., 2014). This phase is crucial for acknowledging employees' efforts and achievements by offering incentives and expressing gratitude for their contributions toward the organisation's triumphs. These acknowledgments and incentives are pivotal, as Parmenter (2015) elucidates, noting the potential demotivation employees might face if their hard work and success are not

acknowledged. Without proper rewards, employees might feel undervalued and become disenchanted with the organisation, possibly leading to a decline in their commitment or even prompting them to seek opportunities elsewhere. Conversely, when employees are aptly rewarded and recognised, they are likely to remain motivated and continue contributing effectively towards the organisation's goals.

## **2.4 QUALITY MANAGEMENT SYSTEM AND SCHOOL PERFORMANCE: A GLOBAL VIEW**

Globally, governments have implemented initiatives such as quality management systems intending to monitor educators' performance. The goal of a quality management system in education is to create a framework for the provision of high-quality services to educators, learners, and communities (Mogose & Pilane, 2014). Concentrating resources and policy frameworks on educators' performance management is important in ensuring the provision of high-quality education and better educational outcomes. The following section presents a historical overview of educator performance management in six countries, namely China, Singapore, New Zealand, Australia, Botswana and Tanzania.

### **2.4.1 China**

China has gone through different stages of developing teacher performance evaluations. In the beginning, teachers were assessed using the Teachers' Qualification Certificate System, which was popular during the Republican era (Zhang, 2019). This system recognised the performance of educators mainly based on their qualifications, and due to this, educators who had senior qualifications had better chances of higher salary increases and more opportunities for promotions (Wang, 2018). However, this system failed to address the ongoing developmental needs of educators, and while educators' qualifications are important, they did not necessarily guarantee higher job productivity and output. The reason for this failure could be a lack of understanding of educators' needs. As such, engaging and understanding the educators' perception is vital.

As performance management systems evolved globally, the Teacher Qualification Certification System was changed to the Performance-linked Pay Reform. A study conducted by Wang (2018) indicates that the system's main objective is to motivate educators to perform better. They go on to argue that the results of learner performance in examinations and a teaching competition organised by educational officials are used to evaluate the performance of teachers. Incentives like basic performance pay are used to

reward top-performing educators and researchers in the field of education (Chen, 2017, Wang, Lai & Lo, 2014).

A study conducted by Liu (2020) indicates that principals and peer educators assess the quality of learner performance every semester. Educators who achieve satisfactory performance according to the established requirements are eligible to receive performance-based bonuses of up to thirty percent at the conclusion of each year (Wang, 2018; Chen, 2017). This technique can be considered important in terms of motivating educators to perform at their highest level of competence. Policymakers assert that implementing performance-based compensation for educators has a beneficial effect on both increasing educator retention and improving their performance. This statement aligns with Vroom's expectation theory, which highlights that performance is influenced by motivation and that a highly motivated person is likely to deliver the anticipated outcomes (Vroom, 2013). Moreover, theories of motivation elucidate the connections between job satisfaction and motivational factors such as acknowledgement, attainment, and advancement.

The provided information clearly indicates that the teacher performance assessment system in China prioritises rewarding performance over professional growth. Nevertheless, Gong (2018) highlights that bonus payment schemes that rely on learners' achievements do not constitute comprehensive systems for evaluating instructor performance. Wang (2018) also recognises that the cash bonus pay system is not the most suitable method of remuneration for educators who pursued a career in search of job happiness rather than a large income. Chen (2017) proposes that competent educators should receive remuneration, albeit not in the form of a financial incentive.

#### **2.4.2 Singapore**

Global education rankings place Singapore's education system as highly effective. The education system in this country places a strong emphasis on the quality of educators as well as a well-rounded curriculum (Coan & Sbarra, 2015). In this sense, it is crucial to ensure that there are constant educator performance management and development initiatives in order to retain qualified educators.

In Singapore, the educator performance management system has developed over time to incorporate what is today referred to as a Teacher Appraisal System (TAS). The aim of the Teacher Appraisal System is to evaluate the professionalism, competence, and contributions of educators to the school community (Figazzolo, 2013). This system requires school managers, such as vice-principals and principals, to evaluate educators on a yearly

basis The evaluation of performance in TAS is strongly focused on professional development and educator growth. When school managers evaluate performance, educators receive feedback on their performance, with a view to pinpoint areas for improvement and guide educators in their professional development plans (Darling-Hammond et al., 2013).

Since the TAS places a strong focus on continuous professional development of educators, the Ministry of Education offers a wide range of training and development programs to assist educators in enhancing their knowledge and skills (Fredricks, 2014). The evaluation of educators' performance is not only limited to their classroom performance but explores a wide range of elements within the environment in which they operate. The TAS takes into account what educators contribute to the larger school community, including their participation in extracurricular activities and school improvement projects (Grover et al., 2014). The TAS also serves as a basis for career progression of educators. According to Figazzolo (2013) the system offers chances for career advancement depending on each educator's performance. Outstanding teachers may be rewarded with increases in pay or promotions to senior positions of responsibility. Educators who are entering the field are paired with senior educators to obtain guidance as they establish their professional rapport.

It is important to highlight that Singapore's education system is well-known for its excellent standards and has continuously ranked highly in international tests. According to Chen et al. (2021) educator performance management is critical to sustaining the country's educational quality and developmental aspirations. The TAS as currently implemented in schools places a lot of emphasis on educator professional development and continuous growth to ensure that educators are adequately capacitated to meet the high demands that the provision of quality education has in that country (Figazzolo, 2013). It is clear from the educator orientated and developmental approach of this system that the Singapore government is committed to enabling a greater academic performance and increased education standards.

### **2.4.3 New Zealand**

Over time, educator performance management in New Zealand has changed to encourage educator accountability and development while maintaining the country's high standards for education. In the past, New Zealand's method of managing the performance of educators was quite casual. The government provided training, certification, and employment for educators, but there were few institutional systems in place to assess and enhance their

performance (Fullan et al., 2015). This necessitated a number of reforms to ensure that performance management is implemented.

Significant educational reforms, including the introduction of self-managing schools, were made in New Zealand in the latter part of the 1980s. According to Fullan et al. (2015), these reforms transferred the power to make decisions from the government to local school boards. While these changes gave schools more autonomy, they also made effective performance management more important. Thereafter, New Zealand concentrated on enhancing educator professional development which was central at the beginning of the 2000s. The Professional Learning and Development (PLD) programme was introduced by the Ministry of Education with ongoing learning and skills development opportunities (Dinham, 2013). The PLD programs afford an opportunity for educators to improve their teaching skills and knowledge. This, in turn, can lead an improved quality of education and an increase in learner achievement. While this may be the case, some stakeholders felt that the PLD program offered more top-down mandates than growth opportunities (Schmoker, 2016). Furthermore, some of these programs could be impersonal and inflexible, making it challenging to cater for each educator's unique needs. This made it clear that performance management in this regard had to be strengthened.

The Registered Teacher Criteria (RTC) was thereafter implemented in New Zealand. This system detailed the standards and expectations for educators, which acted as a road-map for improving educator's effectiveness and development. In addition to providing support and ongoing development, the RTC holds educators accountable for their performance, promoting transparency which ultimately preserves public confidence in the educational system (Hopeka, 2020). This system was a significant attempt by the Ministry of Education towards the introduction of a comprehensive performance management and educator development system. According to Ainscow (2015), the RTC offers a fundamental framework for ensuring quality education in New Zealand schools by providing standards that assist to maintain professionalism among educators. The Ministry of Education refined the Registered Teacher Criteria which underwent numerous changes that ushered in the performance management system as currently utilised.

According to Mathis et al. (2015), the goal of performance management is to evaluate educators' performance in order to raise the standard of teaching and learning. The New Zealand uses of performance management also give educators a framework for on-going professional growth. It is significant to highlight that performance management, as it is currently implemented in New Zealand, has evolved to include explicit goals to ensure the

support and professional development of educators, intending to raise the quality of education and achievement of learners.

#### **2.4.4 Australia**

Initially, the Australian education system hardly had systematic performance management for educators. Principals of schools frequently conducted peer reviews and informal observations of educators to evaluate their performance (Reardon, 2013). However, Dinham (2013) highlights that in the late 1980s towards the 1990s; attention was drawn to the development of a systematic performance management system to create greater accountability among educators.

As a result of the growing emphasis on performance management, many states developed systems for managing the performance of educators. The newly proposed professional teaching standards outlined what was expected of teachers and served as a foundation for professional development and performance management. As a result of the new reform, educator registration spread across Australia and teacher registration bodies were initiated to verify that educators satisfied particular standards and continued to participate in professional development (Simon & Goes, 2012). According to Valli and Finkelstein (2013), the Australian Institute for Teaching and School Leadership (AITSL) was founded to create the National Professional Standards for Teachers and the National Professional Standard for Principals, which formed a national framework for performance management and growth. Owing to this, performance appraisals increasingly became uniform as they were linked to professional standards.

The new performance evaluations, which were administered by school principals or external assessors, pushed educators to engage in continual professional development in order to enhance their teaching skills and achieve the standards (Ainscow, 2015). There was an increased focus in this regard on on-going development of educators to ensure that they provide quality education to all learners. Similarly, evaluation in this regard was not only limited to managers. Educators were also expected to be involved in self- assessment processes. According to Simon and Goes (2012), this was to ensure that educators identify the areas in which they need development in relation to the standards set. This evolution of the performance management system reiterates the commitment of the Australian government to equip educators to contribute meaningfully to providing education of the highest quality.

### 2.4.5 Botswana

The Ministry of Education introduced the Transparent Evaluation System for Botswana's education system in 1992. The transparent evaluation system was developed to ensure that every individual in the system has a thorough understanding of how their performance is monitored (Radebe, 2015). This moves from a correct viewpoint that everyone has an adequate understanding of their responsibilities and has sufficient resources and support to fulfil those responsibilities. More importantly, everyone understands the criteria that will be employed to evaluate their performance. The basic principles of this system are fairness and transparency, and these principles are essential to ensure that all educators being evaluated are at ease as assessment will not be used for judgemental purposes (Schutte & Barkhuizen, 2014).

Whilst the ideals of the system may be considered advantageous to improve the quality of teaching and learning, it appears that educators had no confidence in the system. A study conducted by Hawke in 2012 discovered that this system was abused by management teams and this weakened its ability to make a difference in teaching practices. Management teams used this system as a punitive measure against educators, and thus this system became an instrument used by those in power to express their authority. Furthermore, Radebe (2015) argues that the transparent evaluation system was highly threatened by a lack of trained managers. Managers were not adequately trained for this process, and this ultimately ruined its prospects of being successfully implemented. As a result of the challenges that came with implementing the system and the emerging need to ensure the management of performance in schools, a new system called Teaching Service Management (TSM) was introduced to objectively assess the performance of educators. The Unified Teaching Service inspects schools yearly and provides input in the form of reports to help improve teacher evaluation (Rowland & Hall, 2013). The introduction of the novel criteria known as the Botswana Competency Teaching Instrument (BCTI) resulted in workshops, videotapes, and manuals being used to train instructors. Principals watched teachers teach, education officers saw lesson plans, and teachers watched one another during the process. This provided a wide range of support material for educators and involved all role players in the developmental cycle of individual educators.

This point of view is supported by OECD (2013), which claims that teacher evaluation methods affect learners' outcomes, which are typically included in the curriculum. For consistency and quality assurance, it is imperative that whenever modifications are made to educational policies, everyone involved should be consulted and, if possible, rectified.

## 2.4.6 Tanzania

A system called the Open Performance Review and Appraisal System (OPRAS) was introduced in Tanzania in 2005. The United Republic of Tanzania highlights that OPRAS was implemented to replace the Closed Annual Confidential Report System. The later system was plagued by a lack of staff involvement and support. Ochoa et al. (2018) further asserts that in an effort to enhance service provision, OPRAS was implemented through contracts between supervisors and employees. Consequently, management can track teachers' progress according to predetermined criteria.

OPRAS is based on objective criteria since it encourages workers to align their objectives with those of the institution. In this regard, teachers are assessed by yearly and mid-year evaluations. Midway through the year, an evaluation of how things are going, and at year's end, a summative evaluation is completed. Salary increases, incentives, and certificates of achievement are some of the monetary and non-monetary rewards that OPRAS offers to employees who consistently demonstrate remarkable performance. In this respect, the administration of an organisation also plays a critical role in establishing internal mechanisms to reward employees for exceptional work. A form of recognition that motivates employees to produce high-quality work is rewarding them (Bussin, 2013; The United Republic of Tanzania, 2013).

In the early 2000s, Tanzania began a public sector reform with the goal of enhancing accountability, the delivery of better services and outstanding governance. Systems for performance management played a significant role in these improvements, significantly in the education sector. During this time, performance management systems for educators became more institutionalised (Ahmad & Bujang, 2013). According to Chambo (2018), forms for educator evaluation, standards for performance evaluation, and professional development initiatives were all introduced by the government. Measures like standardised testing and student assessments became more crucial in determining how well a teacher is performing in relation to the learning outcomes of students as the focus turned to this alignment. According to Matete (2016) performance rating processes in education became more structured and codified, and annual reviews and goal-setting became typical procedures. To enhance accountability, educators were given performance contracts. Additionally, emphasis was placed on ongoing professional growth and capacity-building.

China, Singapore, New Zealand, and Australia are all considered economically developed countries. They have robust and diverse economies with good living standards. These four

countries are also well-known for their heterogeneous societies. Additionally, they enjoy political stability, which has a substantial positive impact on their social and economic well-being. Most notably, all four countries place a high priority on education and have developed progressive educational systems. They invest significantly in educational facilities, and they typically score highly on international tests of education. Exploring the performance management systems of these four countries is crucial to identify how well-developed countries monitor the performance of educators. All these countries place continuous development and support for educators at the top of their performance management agenda.

Two of the six countries discussed above are in Africa, i.e. Botswana and Tanzania. Both Botswana and Tanzania, along with South Africa, are in one region as member states of the Southern African Development Community. Furthermore, Botswana shares a border with South Africa as well as certain social and cultural customs. The countries share many similarities, including their education systems. The educator performance management methodologies employed in several African nations, as mentioned earlier, can serve as exemplars for the establishment of teacher performance management systems in South Africa.

## **2.5 INTRODUCTION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM IN THE SOUTH AFRICAN EDUCATION SYSTEM**

The collapse of apartheid and the ushering of a democratic state in 1994 came with many changes for the country, and the education sector was no exception. A democratic state came with the urgent need to reform the previous educator performance management system that was characterised by racial inequality, and a tyrannical, authoritarian approach, which later received a backlash significantly from African educators who refused to be evaluated by inspectors (Queen-Mary & Mtapuri, 2014). Ndou (2015) emphasises that in order to redress this inequality and provide the high-quality education aspired to by the new government; an inclusive teacher performance management system had to be in place.

### **2.5.1 The history of the Integrated Quality Management System**

A consensus was achieved to implement the Integrated Quality Management System (IQMS) after careful consideration of the shortcomings of previous evaluation systems. Resolution 8 of 2003 of the Education Labour Relations Council (ELRC, 2003) includes the IQMS, which consolidates three programs that have undergone extensive deliberation and contention among the principal stakeholders. The IQMS philosophy is founded upon the

notion that the objectives of the new assessments were as follows: to monitor a school's overall effectiveness, foster accountability, provide support and opportunities for growth to ensure ongoing development, and establish competence (Musundire, 2015).

The Department of Education's effort to guarantee high-quality public education and raise the standard of teaching and learning known as the IQMS, was put in place in schools by 2005. It was developed to overcome challenges like unevenness and unsatisfactory school performance, which characterised prior systems (Ndou, 2015). The then Department of Education wanted to establish a framework using the IQMS to make sure that each educator's unique contribution increases the efficiency of the system.

The IQMS was made up of three integrated systems. According to the ELRC (2003), these systems are:

#### *2.5.1.1 Developmental Appraisal System (DAS)*

Chapter C of the terms and conditions of employment for educators, as outlined in Section 4 of the Employment of Educators Act 76 (RSA, 1998), contains the Development Appraisal System (DAS). Additionally, the ELRC adopted the DAS in Resolution 4 of 1998. Pylman (2015) explains that the DAS was created with the intention to transparently evaluate educators in their working environments to make informed judgments about their practices. The aim of this evaluation as explained by Joubert (2016) was to identify areas in which educators excelled, and areas in which educators needed support, in order to develop individual developmental programs. This goal presents a perspective that DAS seeks to support educators' personal and professional development in order to raise the standards of teaching practices.

According to the ELRC (2003), the purposes of DAS were to:

- ❖ Assist individual educators with professional growth,
- ❖ Examine present teaching methods and performance, then devise strategies to make them better;
- ❖ Identify the training needs of educators; and
- ❖ Provide support to improve teacher practices

These purposes clearly demonstrate that the DAS placed a high priority on educators' professional and personal growth. Steyn (2013) affirms that the DAS is founded on the core idea of lifelong learning and development. This suggests that areas for growth and development were supposed to be prioritised. The South African educational system is

always evolving to accommodate diversity; therefore, educators' continuous professional development is crucial for educators to stay current. Additionally, continuous development is a crucial method for enhancing, expanding, and renewing the expertise and abilities of educators (Queen-Mary & Mtapuri, 2014). Individual educator development is significant for the overall success of the school.

The implementation of DAS had a number of challenges that were a result of educators' experiences with its introduction in schools. According to Sebola and Malema (2014), educators were uncomfortable about the use of DAS as it followed shortly after the collapse of the inspection system. In light of this, several educators felt that the DAS threatened their job security and this led to resistance from educators. Educators' resistant to change hindered the effective implementation of DAS in schools. In a similar manner, educators were not exposed to the necessary training that would enable them to understand the importance of DAS in schools. De Clercq (2013) emphasises that for the DAS to be successfully implemented, clear guidelines, training and support were to be provided to all educators. In reality, educators were provided with a few days training, and thus were not adequately capacitated to effectively implement the DAS. More importantly, educators did not receive the support to be able to improve their performance. Educators started believing that the focus of appraisal was on evaluation rather than the provision of support (King, 2014). As these elements were missing, the DAS became confusing and inconsistent, and it immediately became clear that there was a need for the DAS to be reformed to overcome these challenges.

#### *2.5.1.2 Performance Measurement System (PMS)*

The ELRC's Collective Agreement No. 2 of 2002 established the Performance Management System (PMS). According to De Clercq (2013), performance measurement serves as a tool to assess how well educators perform in their duties. For the effectiveness of the school and its programs, all role players across post levels are assigned a set of duties. All of these role players needed to ensure they do their part, individually and as a collective to contribute positively towards the objectives of the institution in a coherent manner for the overall efficiency of the school. According to Joubert (2016), the PMS is a data-gathering tool used to assess the degree to which these activities have been completed. The provision of training, self-development opportunities, and enhancing employees' capacity to fulfil their tasks, are the key areas of concentration in this respect.

The Performance Management System had several purposes. According to Steyn (2013), the purposes of the Performance Management System (PMS) were to:

- ❖ Provide formal performance feedback to employees: when given feedback on their performance, educators and school managers have the chance to make the necessary improvements.
- ❖ Develop skills and support opportunities: The results of performance measurement help schools determine their needs. The need for training may be indicated by poor performance. A strong performance suggests the potential that needs to be expanded.
- ❖ Adjust salaries and give out performance bonuses.
- ❖ Identify the employees eligible for promotion opportunities.

From these purposes, it is clear that the performance of the employees is central towards achieving institutional goals and aspirations. This is evident; as employees who do well are rewarded with prospects of promotions and salary adjustments and those that need support are supported to achieve their goals (Steyn, 2013). Whilst this may be the case, the opinions of educators in South Africa on performance management differed greatly depending on a variety of variables, including their unique experiences, the particular environment in which they worked, and the adoption of performance management systems throughout the educational sector. According to Murphy and De Paor (2017), some educators saw performance management as a chance for personal growth. They valued the advice and assistance offered by performance evaluations as it enabled them to pinpoint their areas of weakness and find the training or resources they needed to improve their teaching. Performance management was moreover considered a means of ensuring educator accountability (Appova & Arbaugh, 2017). Effective implementation of PMS could aid in locating and dealing with under-performing educators, thereby benefiting students and the educational system as a whole.

There were also contrary views about the implementation of PMS. According to Murphy and De Paor (2017), the performance management system, in the opinion of some educators, put too much pressure on them. Educators experienced anxiety as a result of high-stakes evaluations and the worry of negative outcomes that followed this evaluation. De Clercq (2013) suggested that some educators believed evaluations were not always fair and that the outcomes of the evaluations could be influenced by the appraisers' biases. This resulted in educators being negative towards any form of assessment. Additionally, many role-players questioned the effectiveness of performance management systems and its overall impact on educator development (Queen-Mary & Mtapuri, 2014). In this sense, educator

evaluation was seen as an occasion for performance management rather than an ongoing initiative for professional growth. It became evident that the performance management, as it had been implemented, was not sufficient to provide the transformation intentions of the educator evaluation reforms.

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

In South Africa, the Whole School Evaluation (WSE) policy establishes the framework for developing and improving schools. The goal of the Whole School Evaluation (WSE) is to assess schools' overall effectiveness as well as the quality of teaching and learning. Steyn (2013) describes the WSE as a procedure for making decisions based on evidence of a school's overall performance as measured against a set of national standards. To ensure the best effectiveness and coordination of the various school activities, WSE enables all role players to reflect on the various processes in their institutions and the effect these have on the schools' efficiency to best fulfil their objectives (Queen-Mary & Mtapuri, 2014). Mthembu (2017) is of the view that the WSE may be viewed as an external accountability system, and as a result, it continuously assesses the effectiveness of the entire school with the aim of improving the institution.

According to the National Policy on WSE (RSA, 2001), the WSE process is founded on the following principles:

- ❖ The primary goal of schools is to raise all learners' academic achievement;
- ❖ The quality of performance of each stakeholder is their own responsibility;
- ❖ There must be uniformity and standardisation in the standards and tools used to evaluate schools;
- ❖ WSE is for schools to improve, staff development and training are essential; and
- ❖ Schools are at different stages of development

These principles suggest that while different schools can be at different stages of development, there should be uniform standards to evaluate their effectiveness. In the researcher's view, this will inevitably benefit the schools whose conditions satisfy the evaluation criteria at the expense of others, who may not be adequately developed. The principles further suggest that staff need to be trained and developed in order to raise the primary goals of the schools, which is the provision of quality teaching and improving learner performance. Whilst various stakeholders and officials are responsible for providing support to individual educators and schools, the quality of performance is solely dependent on each role-player.

According to the WSE policy (RSA, 2001), the WSE process includes both the school self-evaluation (SSE) and external evaluations. School self-evaluation (SSE) examines teaching practices and allows the school community to remark on student performance (Setlalentoa, 2014). Furthermore, Van der Voort and Wood (2014) highlight that during SSE, the principal, deputy principal, and educators, in conversation with parents and learners, participate in reflective inquiry on the school's work. These engagements are intended to assist the school community to reflect on the quality of education that the school provides, as well as to explore solutions to the challenges that the school faces. In this regard, Duke et al. (2013) are of the opinion that the SSE could be utilised as a tool for accountability and to enhance school functionality. This implies that implementing SSE helps schools to improve.

On the other hand, external evaluation relies on evaluators from outside the institutions. De Clercq (2013) describes external evaluators as independent experts hired by the national government to carry out the evaluation process. According to Setlalentoa (2014), the government assumes that these evaluators do not have direct interests in the school and can therefore be more objective. During external evaluation, the evaluators gather data about a school's performance by reading and analysing school records (RSA, 2001). In this way, schools receive guidance and support in their on-going attempt to improve their effectiveness. Whilst this may be the case, Steyn (2013) expresses worry over the external evaluators' usage of the same evaluation tool as SSE. The author believes that a distinct instrument from the WSE schedule is required for school evaluation for improvement in order to examine deeper performance and allow schools to take ownership of their improvement plans.

The three distinct programs, the Developmental Appraisal System (DAS), Performance Measurement (PM), and the Whole School Evaluation (WSE), were unified into a consolidated approach for educational quality management, as ratified by the ELRC in 2003. This integration aimed to create a cohesive framework to enhance the quality and accountability in education. The operationalisation of this integrated system was to be under constant observation through established school structures, with the primary objectives being to elevate the standard of public education, continuously enhance teaching and learning quality, and uphold accountability. The integration of these systems did not yield the expected outcomes, as each of these systems had its own shortcomings, which were not addressed before the integration. In this case, the integration of these systems meant combining existing challenges into one bigger challenge. Furthermore, the IQMS was tasked with a number of responsibilities, which included educator evaluation, support and

development as well as assessing the effectiveness of the entire school system, the feasibility of a single instrument to fulfil all these responsibilities had previously been under scrutiny (Queen-Mary & Mtapuri, 2014).

### **2.5.2 The purposes of the IQMS**

The introduction of the IQMS came as a result of the need to create greater accountability within the education sector. It was, therefore, the intention of the Department of Basic Education (DBE) to ensure the delivery of high-quality education and improve teaching practices to enable effective teaching and learning in all classrooms (Pylman, 2015). According to the ELRC (2003), the DBE implemented and introduced the IQMS in schools to:

- ❖ promote accountability among educators;
- ❖ offer support and growth opportunities to educators;
- ❖ determine teacher competence;
- ❖ assess strengths and areas for development; and
- ❖ monitor the overall effectiveness of a school.

The main goals of the IQMS are to evaluate, advance, and encourage educators within the South African educational system. The implementation of the IQMS was fundamental for both the educators in the system and the education system as a whole. According to De Clercq and Shalem (2014), promoting educator professional development is one of the IQMS' primary objectives. The IQMS was implemented to aid with educators' continuous professional development. The IQMS also encouraged educators to engage in reflective practice, in which they evaluate their teaching strategies critically and make changes in light of criticism and self-evaluation. Furthermore, Steyn (2013) is of the view that the system encouraged educator accountability by outlining clear performance standards and tying them to rewards and career advancement. This made it easier to pinpoint educators who might require more assistance or intervention. It also provided educators a well-organised system to evaluate themselves, their strategies and pinpoint areas in which they needed growth as well as to define their growth objectives.

The IQMS was designed to be of significance to the education system as a whole. Angadi (2013) explains that the goal of the IQMS was to serve as a key instrument for quality assurance. In order to provide mechanisms for ongoing improvement across the board, the IQMS was utilised to evaluate the effectiveness of teaching and learning in South African schools. The professional development and evaluation procedures in the IQMS are

designed to support overall school improvement. Students and the school community gain indirect benefits from improved teacher quality.

It is evident from this background that the DBE's approach to implementing the IQMS was motivated by the responsibility to provide resources to support teaching and learning. Furthermore, Queen-Mary and Mtapuri (2014) emphasises that it is the responsibility of the DBE to implement mechanisms to monitor the effectiveness of school programs and facilitate the provision of quality teaching and learning and effective outcomes. Additionally, supporting, encouraging, developing, and rewarding educators is essential for effective educational outcomes (Queen-Mary & Mtapuri, 2014).

### **2.5.3 Guiding principles of the IQMS**

According to the ELRC (2003), as stated in Collective Agreement 8 of 2003, the IQMS is governed by the following principles:

- ❖ Recognising the critical importance of providing high-quality public education and the requirement that all students have access to it;
- ❖ The need for an appraisal system that is clear, credible, ethical, and employed in the workplace;
- ❖ The emphasis on the positive, even when performance needs to be improved;
- ❖ To reduce subjectivity through open communication and openness;
- ❖ The necessity of quality assurance to assure relevance, dependability and validity;
- ❖ To ensure justice by upholding educators' rights;
- ❖ The necessity of encouraging individual professional development and continual support for educators.

The guiding principles of the IQMS are centred around development and improvement. In the first instance, the IQMS emphasised educator professional development. The IQMS is a continuous process, and as they progress in their careers, educators are expected to constantly strive to better themselves. Mestry (2017) explained that the IQMS acknowledged that teaching is a dynamic profession and as a result, educators should constantly improve their knowledge and skills. The improvement of educators has a positive impact in the quality of education that they provide, which ultimately leads to greater learner achievement and school improvement. De Clercq (2013) argues that the IQMS was not able to provide the developmental aspirations that were intended for educators. Probably due to the lack of advocacy and insufficient buy in from all stakeholders, many educators perceived the IQMS

as a classroom observation event rather than a continuous developmental process. This compromised the continuous development intentions of the system.

The IQMS was also centred on creating an inclusive and supportive environment for educators. According to Steyn (2013) the system is set up to promote diversity and equity in education while considering the needs of different educators. It acknowledges that educators should be capacitated to accommodate each student's unique learning needs. Whilst this may be the case, the IQMS was standardised and was perceived by many as a one size fits all instrument (Sebola & Malema, 2014; De Clercq, 2013). In this case, the IQMS could not fulfil the individual needs of each educator.

Furthermore, support was of importance in the successful implementation of the IQMS. According to Queen-Mary and Mtapuri (2014), the IQMS was intended to provide constructive feedback, which would serve as a basis for development and growth for educators. This suggested that the IQMS was intended to ensure that educators are supported in the areas in which they require development in order to effectively fulfil their responsibilities. Educators had contrasting experiences with the supporting nature of the IQMS. Many educators claimed to have not received any feedback or support in any area that they had identified in their personal growth plans (Mettler, 2016). The development support groups, which are tasked with providing support to educators, are made up of educators, most of whom are full time educators, with other full-time responsibility. This limited the scope of support that educators obtained.

These guiding principles for the implementation of the IQMS were focused on ensuring that appraisal is open and fair for all educators, by upholding educators' democratic rights and the need to ensure their professional development for the provision of quality education. The idea focuses on integrating quality-related procedures, norms, and practices into various organisational roles in order to improve overall performance and quality. It was immediately evident as indicated by these principles that the Department of Education was committed to ensuring continued professional development and support of all educators in an effective and transparent manner.

#### **2.5.4 Relevant stakeholders in the implementation of the IQMS**

A number of structures help to facilitate the efficient implementation of the IQMS in schools. According to the ELRC (2003), the school management team (SMT), school development team (SDT), and developmental support groups (DSG) are crucial to the implementation of IQMS.

#### 2.5.4.1 *School Management Team (SMT)*

The school management team (SMT) consists of the principal, the deputy principal(s), and the departmental heads (DHs). The main role of the SMT is to ensure that the school operates effectively and efficiently (ELRC, 2003; De Clercq, 2013). The Employment of Educators Act 76 (RSA, 1998) identifies participating in agreed-upon appraisal systems as one of the core duties of the SMT. As such, the SMT has a fundamental role in the implementation of the IQMS as an instrument used in schools.

The SMT is administratively responsible for developing the school improvement plan (SIP) from the personal growth plan (PGP) of all educators. The SIP enables all role players to monitor their development through a consistent and continuous self-evaluation process (Day & Sammons, 2016; Mpungose & Ngwenya, 2014). The SMT has a communication responsibility with regard to the IQMS. According to Mettler (2016), the SMT reports to the district office on all issues relating to the IQMS and its implementation in schools. Similarly, the SMT should keep all educators abreast regarding regular training for the IQMS. The SMT has the overall responsibility of ensuring compliance with the IQMS processes and supporting all educators with the use of this instrument to improve school efficiency.

Whilst SMTs are essential to the implementation of the IQMS, a number of factors affected their effectiveness in performing their duties as it related to the IQMS. It is crucial to train SMTs and enhance their capability for the IQMS implementation process. According to De Clercq and Shalem (2014), SMT members must get sufficient training on the guiding principles and procedures of the IQMS. They ought to be aware of their responsibilities within the system. In reality, SMTs were provided with two days training in order to be ready to fulfil this responsibility (Queen-Mary & Mtapuri, 2014; Steyn, 2013). The duration of the training was insufficient taking into consideration the dynamic nature of the system, as well as educators' previous experiences with evaluations. This possibly could have had an impact on the inability of the SMTs to strengthen the IQMS's implementation in schools. District office officials should provide on-going support to SMTs in this regard, in order for SMTs to improve in the implementation of the IQMS. Resources allocation is another aspect that may have affected the SMT's abilities to implement the IQMS effectively. To fulfil their duties in implementing the IQMS, SMTs must have access to the appropriate tools for data collection, and support systems (Antoniou & Kyriakides, 2013). Many of the schools already are under-resourced and may not necessarily have resources to commit towards the effective implementation of the IQMS.

The effective implementation of the IQMS requires adaptability, commitment and decisive leadership from the SMT. The implementation of the IQMS is a dynamic process and could change over time, the SMTs ought to have been prepared to modify existing methods to relate to their contexts (Antoniou & Kyriakides, 2013). In this regard, SMTs ought to be flexible and receptive to change. The inability of the SMTs to be flexible in the implementation of the IQMS could have possibly affected their effectiveness in implementing it. Furthermore, the SMT needed to be committed and provide decisive leadership in the implementation of the IQMS. According to Queen-Mary and Mtapuri (2014), SMT members' dedication and leadership skills are crucial in the implementation of the IQMS. The SMT must be proactive in identifying opportunities for improvement. The SMTs themselves are classroom-based educators and inundated by other management responsibilities, which may have negatively affected their commitment to the effective implementation of the IQMS.

It is evident that a variety of elements, such as training, resources, support, leadership, adaptation, and continuing evaluation, affect how well school management teams carried out their duties within the IQMS. The successful implementation of the IQMS by the SMT was dependent on among other things, the ability to put these components in place and effectively manage the various stages of implementation. It is clear from this premise that SMT had to fail through the IQMS implementation in the mist of difficulties as a result of the lack of capacity to deal with the evolving nature of educator performance management.

#### 2.5.4.2 *School Development Team (SDT)*

In terms of Resolution 8 of 2003, the principal, the WSE coordinator, democratically elected members of the SMT, and post level one educators make up the school development team (SDT). Though the resolution does not provide guidance on the calibre of post level one educators that form part of the SDT, to reflect the teaching staff, the SDT could include instructors from different levels and learning areas. These teachers frequently have a variety of specialties, and they are best positioned to provide their knowledge on curriculum development. Mthembu (2017) explains that the number of members in the SDT is influenced by the capacity of the school, however, it is recommended that the SDT should have at least six members. According to the ELRC (2003), the SDT is responsible for ensuring fairness and accuracy in the implementation of the IQMS process by:

- ❖ Coordinating activities of staff development such as workshops,
- ❖ Ensuring that all educators receive training on IQMS processes,

- ❖ Overseeing all mentoring provided to educators by the DSGs,
- ❖ Developing the SIP with the SMT,
- ❖ Dealing with differences that may exist between appraisees and DSGs.

The role of the SDT in the IQMS process is very significant in its effective implementation. Geldenhuys and Oosthuizen (2015) summarise the role of the SDT in coordinating and monitoring all quality management processes in schools. For the SDT to effectively manage the implementation of the IQMS, capacity building and training are crucial. The SDT did not receive separate training to prepare them for their responsibilities, as they were trained with educators. SMTs were tasked with the training of educators, after they have received their training, which had its shortcomings. The researcher had already demonstrated that the training of the SMT was inadequate for them to implement the IQMS, and in this regard training of educators by SMTs meant that they passed down the information as it was. Queen-Mary and Mtapuri (2014) reiterate that the SDT, as custodians of the implementation of the IQMS ought to have been capacitated and support in the execution of their responsibilities. Time constraints can be another factor that challenged the SDT in the implementation of the IQMS. Due to their busy schedules, SDTs experienced difficulties finding the extra time needed for IQMS- related tasks. This resulted in hasty and ineffective implementation. In addition to this, it is crucial to note that SDTs needed the necessary support from the SMT to be able fulfil their responsibilities. Bush and Middlewood (2013) affirm that for the IQMS to be implemented successfully, the SMT should provide strong leadership support. Since the SMT required further training on the IQMS, the support they provided to the SDT if any can be viewed as insufficient for this crucial responsibility. The commitment of SDTs was significantly harmed by school managers who did not fully support or prioritise the system.

#### *2.5.4.3 Developmental Support Group (DSG)*

The developmental support group (DSG) is a crucial structure for IQMS implementation and educator evaluation. The DSG is made up of the peer and the immediate superior of the educator (ELRC, 2003). The department head typically serves as the educator's direct supervisor, which is in keeping with Personnel Administrative Measures' definition of the position's responsibilities (Steyn, 2013). The peer may be chosen based on their knowledge of the topics the educator teaches or on the basis of their expertise in the needs the educator has prioritised. According to Queen-Mary and Mtapuri (2014), the DGS serves as the initial evaluation panel for educators.

The development support group (DSG) plays a pivotal role in fostering educators' professional growth. As Ajani (2018) outlines, the DSG aids educators in defining objectives and timelines for enhancement in their personal growth plan (PGP), which is tailored to focus on areas necessitating improvement? This proactive approach in the PGP not only aims at individual development but also steers the formulation of the school improvement plan (SIP). Additionally, the DSG undertakes the critical task of conducting both baseline and summative assessments for educators, ensuring a structured and supportive pathway for their on-going professional advancement. The baseline assessment is critical to identifying the developmental needs of the educators, while the summative assessment is done at the end of the developmental cycle (Bush & Middlewood, 2013). The DSG is also responsible for mentoring and supporting educators. Since the IQMS was intended to be a continuous process of development, the DSG plays an important role throughout the development cycle to assist educators to develop in areas that have been identified to need improvement. The DSG supports the SDT to facilitate plans for educator development.

Whilst the primary objectives of the DSGs is to evaluate educators and provide much needed support, there were a number of challenges that hindered their efficiency in the implementation of the IQMS. De Clercq and Shalem (2014) indicate that the DSGs did not receive training on educator evaluation before the implementation of the IQMS. In this regard, when evaluating educators, the DSGs often relied on their own understanding of what is expected in each criterion. Adequate training of all evaluators would enable both the DSGs and the appraisees to have a uniform understanding of the expectations. Similarly, De Clercq (2013) asserts that the DGSs lack the time necessary to perform complete evaluations. The DSGs, especially the post level 1 educators, are full-time educators, who are often inundated with numerous other tasks. Participating in evaluation processes may require compromising other essential tasks. For instance, during classroom observations, at least two educators need to visit and observe the appraisees, which may lead to some classes being unattended. Steyn (2013) indicates that the educator biasness in the selection of DSGs played a major role in the downfall of their effectiveness. Educators mainly selected colleagues they were comfortable with to serve as peers in their DSGs. This choice may negatively affect the quality of evaluation and the feedback provided to educators, and this may undermine the validity of the evaluation process. It is clear, against this background that the DSGs were not adequately capacitated in order to fulfil their responsibilities.

### **2.5.5 Challenges with the IQMS implementation in schools**

Since being implemented in schools, the IQMS has faced a unique set of difficulties. The challenges among others included poor advocacy of the IQMS before its implementation, time constraints, insufficient buy-in from educators, and the additional administrative burden that came with implementing the IQMS, all of which resulted in negative perceptions and attitudes among educators about the system. Since the IQMS is linked to enhancing the quality of teaching and learning, Schoeman and Mabunda (2012) are of a view that challenges experienced with the IQMS pose a serious threat to the fundamental goal of schools to provide high-quality education.

The lack of advocacy before the implementation of the IQMS posed a great challenge to its implementation. According to Geldenhuys and Oosthuizen (2015), school management teams were not adequately trained to implement this system. Since the IQMS training was a one-time event, it is impossible to guarantee that these stakeholders are knowledgeable about the IQMS. The training was not quality assured in this regard. Once-off training concerning the IQMS implies that educators who join the system after training and those who take on positions of responsibility through promotions after the training were not immediately considered. As a result, not all parties involved, i.e., DSGs, SDTs, management, and educators, can affirm having complete comprehension of and correctly using the IQMS processes (Queen-Mary & Mtapuri, 2014; Steyn, 2013). This demonstrates the degree to which proper training for the implementation of the IQMS was conducted. The appraisal process could be undertaken with less confidence and dedication due to human capability limitations.

One of the challenges encountered with the implementation of the IQMS is the ability of the peers to be objective in the process. It was expected that educators play a pivotal role in scoring their peers as objectively as possible (Legotlo, 2014). According to Mpungose and Ngwenya (2014), since educators are expected to be in the shoes of their fellow peers, the likelihood of the peer sympathising with the appraisees cannot be underestimated. The principals' busy schedule does not allow them enough time to interact with the scores and the IQMS process. Most of the time, principals compile the scores for submission in order to meet the deadline (De Clercq, 2013). Districts do not have enough staff to ensure that the IQMS is properly implemented in all schools.

Time restrictions emerged as a significant obstacle in the implementation of the IQMS (De Clercq, 2013). The multiple processes and conversations that take place throughout an

IQMS cycle need a lot of time from many parties. Most principals do not have enough time to successfully administer the IQMS. While principals are in charge of leading the evaluation process, they are also in charge of other management and administration roles in their schools (Queen-Mary & Mtapuri, 2014; Legotlo, 2014). According to Steyn (2013), this results in principals being concerned about submitting the IQMS scores to the district rather than the quality of the IQMS process. This calls into doubt the authenticity of the scores produced by DSGs and approved by SDTs.

The DSGs and SDTs are also full-time educators. According to Mpungose and Ngwenya (2014), there is no time set up for them to complete their IQMS tasks as indicated in the IQMS specifications. Peers, for example, are full-time classroom educators who are also expected to teach their classes while also observing their peers for IQMS purposes (Ngakane, 2021, De Clercq, 2013). The HODs are expected to teach, as per the post specifications as well as supervise curriculum delivery of all members in the department. Departmental heads and peers alike do not have time set aside for the IQMS procedure. Mpungose and Ngwenya (2014) reveal that the lesson observation and assessment procedures in the IQMS have their own distinct set of challenges. They claim that educators completed forms in the majority of cases without going through the developmental processes.

Even when there were class observations, a one-time, quick evaluation that happened once a year did not fairly represent the educators' abilities (Pylman, 2015; Mpungose & Ngwenya, 2014). As a result, the implementation of the IQMS is incompatible with the provision of high-quality, effective education. The length of processes and classroom observations undermined the already constrained contact time for the SDT and DSG. When HODs or peers are undertaking class observation (doing the IQMS), their classes are left unattended.

The attitude of educators about the procedure was another factor that made it challenging to implement the IQMS. Mthembu (2017) relates that some educators have negative views of the IQMS because they think it serves more as a tool for punishment than one that fosters professional development. This can be attributed to both the IQMS's early backing and how it was introduced. This leads to the manipulation of scores in order to get the 1% incentive. However, the scores obtained by teachers do not reflect the performance of the students they teach. Accepting minimum standards for incentives and avoiding internal conflicts as a result of changing scores jeopardises the delivery of high-quality, effective education (Legotlo, 2014). In a year, the IQMS becomes a one-time event.

All these challenges experienced during the implementation of the IQMS made it clear that there were areas that needed to be looked into for this system to yield the expected results. If these areas were to be left unattended, the efficiency that the DOE hopes for will not be obtained. There was a need to reform the performance measurement system to ensure that it better serves its purpose as effectively as possible.

## **2.6 THE QUALITY MANAGEMENT SYSTEM - THE NEW APPROACH**

A quality management system (QMS) is an established framework that documents procedures, strategies, and responsibilities essential for implementing quality policies and aims. In the educational setting, particularly for teachers in schools, the QMS acts as a performance management framework devised to evaluate the performance of each educator, with the ultimate objective of enhancing the performance standards of schools (ELRC, 2020). Performance management is important to provide ongoing support to members of staff to be better resourced in providing quality education (Steyn, 2013). The planning, directing, organising, and monitoring processes or systems of providing education are the general focus of the QMS.

### **2.6.1 The introduction of the Quality Management System**

The Quality Management System (QMS) was established through Collective Agreement No. 2 in 2014, designed to provide educators with a standardised method for evaluating performance (ELRC, 2020). This agreement aims to enhance accountability within educational entities. School-based educators leverage the QMS as a performance management tool to scrutinise and uplift individual performance levels, essential for attaining superior academic results (Queen-Mary & Mtapuri, 2014; Major, 2015). Additionally, the QMS acts as a foundation for determining rewards, incentives, and other remuneration-related benefits, aligning educator evaluations with their specific roles and responsibilities.

### **2.6.2 Purposes of the Quality Management System**

The purposes of the Quality Management System (ELRC, 2020) are, among others:

- ❖ To assess the competence levels of all educators;
- ❖ To boost the efficiency, effectiveness, and high performance of educators;
- ❖ To elevate the standards of accountability in schools; and
- ❖ To establish a foundation for making decisions on recognising commendable performance and tackling under-performance.

The purposes of the Quality Management System as indicated are educator-centred and focus on creating an enabling environment for continuous professional development to ensure the provision of quality education. From these purposes, it is clear that the Department of Education aspires to the efficiency and effectiveness of the educational aspirations of the nation.

There is a lot of similarities between the purposes of the previous IQMS and the newly implemented QMS. For instance, both these systems have educator accountability at the forefront of their purposes. The QMS, like its immediate predecessor, aims to ensure that educators are accountable for the quality of education they provide. Furthermore, both these systems aim to establish areas in which educators require support. The intention is that educators are supported to ensure greater effectiveness and competence. It has previously been established that the IQMS was insufficient to fulfil most of these purposes due to a wide range of factors (Steyn, 2013; De Clercq, 2013; Queen-Mary & Mtapuri, 2014). The only difference between the purposes is that the QMS does not focus on the overall effectiveness of school as the IQMS did. Except for this, there is a close association between the purposes of these systems. Taking into consideration that the purposes of the IQMS were insufficient to promote educator support and efficiency, the researcher became curious to explore if there were sufficient changes to the QMS to enable more efficiency. The purposes, however, show little changes between both systems' intentions.

### **2.6.3 The guiding principles of the Quality Management System**

The ELRC (2020), as outlined in Collective Agreement 2 of 2020, indicates that the guiding principles of QMS are:

- ❖ Recognise that schools are not all the same and operate at varying levels of performance;
- ❖ Recognise that schools operate in various contexts and face a variety of obstacles;
- ❖ To ensure fairness, relevant contextual elements influencing educator performance must be considered;
- ❖ Reduce subjectivity through open and transparent dialogue;
- ❖ Ensure that the instrument is authentic, reliable, and applicable;
- ❖ To apply the QMS professionally and consistently.

Though the QMS is implemented as a rebrand, following the challenges experienced during the implementation of the IQMS, many of the guiding principles are similar. This by implication may suggest that role players may treat the QMS as the IQMS. Should this be

the case, the QMS stands a chance to being of no effect to educator development, just like the IQMS. The QMS focuses on ensuring that educator appraisal is professional and done in an open and transparent manner. The ELRC (2003) suggests that the IQMS intended to ensure that educator appraisal is subjective and conducted as transparently as possible. Additionally, both systems are similar in that they emphasise that educator appraisal should be done consistently taking into consideration the individual needs of the educators.

The QMS places emphasis on the fact that schools are unique and that the contextual challenges each school faces inevitably have an influence on the overall effectiveness of the school in achieving its objectives. This is somehow different from the IQMS which did not put this guiding principle explicitly. This may suggest that the QMS recognises the shortfall of the IQMS that treated all schools uniformly. Whilst the QMS is a uniform instrument, an important guiding principle is that it considers that school environments are different. This difference may suggest that the QMS will be flexible enough to accommodate different school contexts instead of using a blanket approach to appraisal.

#### **2.6.4 Role players in the implementation of the Quality Management System**

There are several role players that play a significant role in the implementation of QMS. According to the ELRC (2020), these role players are:

##### *2.6.4.1 The school principal as a role player in the implementation of the QMS*

The ELRC (2020) stipulates that the principal has the following responsibilities in the implementation of QMS:

- ❖ Overseeing the school's implementation of the QMS in a consistent and efficient manner;
- ❖ shares responsibility with the SMT for the advocacy and training of educators at the school level;
- ❖ Ensures that each educator's performance review is completed;
- ❖ Responsible for ensuring that the school's evaluation procedures are being followed; and
- ❖ Verifies evidence and appraisal records.

##### *2.6.4.2 School Management Team (SMT)*

The ELRC (2020) outlines that the School Management Team has the following responsibilities in the implementation of the QMS:

- ❖ Bears the primary responsibility for devising and executing the QMS;
- ❖ Develops and oversees the QMS management plan;
- ❖ Guarantees that all personnel receive training on the QMS processes and procedures;
- ❖ Finalises and schedules the dates for appraisals; and
- ❖ Undertakes performance evaluations for educators, encompassing classroom observations, and maintains documentation.

#### 2.6.4.3 *Educators*

The educators have the following responsibilities in the implementation of the QMS as outlined by the ELRC (2020):

- ❖ Should acquaint themselves with the procedures of the QMS;
- ❖ Utilise the QMS tool for self-assessment prior to undergoing evaluation by the direct supervisor;
- ❖ Allows the direct supervisor to observe their teaching;
- ❖ Participates in discussions before and after the appraisal with the immediate supervisor; and
- ❖ Saves evidence that is pertinent to the appraisal process.

The principals, as accounting officers are involved in the implementation of the QMS, just like they did in the IQMS. It would be impossible for any system to do away with principals as they are empowered by legislative framework to be responsible for all school activities, including appraisals. The school management teams are actively involved in the implementation of the QMS, not only as just the seniors in the DSGs. Their active involvement arises from the shift of having the SDTs, which were the active custodians of the IQMS implementation. The researcher has previously explained the challenges that the SDT experienced in implementing the IQMS.

## **2.7 REPLACEMENT OF IQMS WITH QMS: THE FUNDAMENTAL DIFFERENCES**

The IQMS had some shortcomings, and the QMS replaced it (Ngakane, 2021). The QMS must be streamlined to overcome some of these issues. These two systems have similar ideals, yet there are also some key distinctions. The ELRC (2020) states that the QMS implemented two annual appraisal systems, one for the middle of the year and one for the end of the year. Prior to each evaluation, educators engage in self- evaluations. In this case, the QMS enables educators to evaluate their performance twice before being appraised by

their immediate seniors. As a result, educator development is strengthened continuously as the educator's performance is not constrained by a single summative assessment which was the case in the IQMS.

As the direct managers of educators, the SMTs are empowered by the QMS to be in charge of teacher performance and evaluation, which was similar to the IQMS, though the latter emphasised the assistance of the SDT in the evaluation process. The SMTs are responsible for the effective management of all school processes, including effective teaching and learning, teacher appraisals and school performance. According to ELRC (2020), the QMS is directly driven by the principals and managed by the SMTs. This suggests a change in role players from the DSGs, whose duties have not been adequately carried out in the implementation of the IQMS (Steyn, 2013). The DSGs have also been previously criticised for being unable to hold educators accountable for their performance, as many were full time class educators and had minimal time to conduct classroom observations and evaluation discussions (Bush & Middlewood, 2013). The change of the appraisal responsibilities from DSGs to SMTs strengthens their management responsibilities of continuous development and support for all educators.

School improvement is a continuous process of putting systems in place to ensure effective teaching and learning, quality education, and increased performance. The QMS aims to locate educators in their working environment to identify areas they aim to develop (ELRC, 2020), by introducing work plans which provide the performance standards, key activities, targets and timeframes for their developmental goals. The advantage that this has, is that educators reflect on their strengths and weaknesses to identify their areas for improvement. With the introduction of work plans, management is advantaged to evaluate educators based on benchmarks that they have established for themselves over time, which was not the case with the IQMS. The management of these work plans should be intensified to avoid them being redundant as the personal growth plans that were previously used in the IQMS processes. This offers a perpetual cycle of encouragement, growth, and introspection.

The performance standards that are utilised to evaluate educator performance have been reduced in the QMS. According to the ELRC (2020), the performance standards for each post level are as follows:

Post level 1 has 5 (five) performance standards, Post level 2 has 6 (six) performance standards, Post level 3 and 4 have 7 (seven) performance standards each.

The following table indicates the differences of performance standards and criterion between the IQMS and the QMS:

**Table 2.1: Differences between performance standards for QMS and IQMS**

POST LEVEL	QMS		IQMS	
	PS	CRITERIA	PS	CRITERIA
1	5	12	7	27
2	6	16	10	42
3	7	13	12	52
4	7	13	12	52

The above table indicates that there has been a significant reduction in the number of performance standards in each post level. The reduction of the standards reaffirms the Department of Education's commitment to the reduction of workload and simplifying the appraisal system such that it be clear and user-friendly for all educators.

It is also clear from the differences highlighted above that, although the purposes and guiding principles of the IQMS are similar to the QMS, there are a few factors that have been changed to ensure that the QMS is effective in its functions. Notably, the QMS capacitates the SMTs to be directly responsible for the QMS, thus concentrating reporting powers to one centre, instead of the SDTs and the DGSs that were previously used in the implementation of the IQMS. The researcher is of the view that managements' direct involvement will increase accountability, as educators are directly accountable to management.

## **2.8 THE QMS AND THE CONTINUING PROFESSIONAL TEACHER DEVELOPMENT SYSTEM (CPTD)**

Educator professional development is the foundation of quality education. To deliver high-quality education, educators must continuously update their knowledge and skills as they are faced with curriculum revisions and modifications on a regular basis.

Kennedy (2016) is of the view that training educators is crucial to modifying and enhancing their teaching methods so that learners are prepared for success beyond the classroom. Furthermore, educators who actively participate in continuous development broaden their understanding of varied learning requirements, and ultimately contribute to the overall

improvement of their learners' educational experiences and outcomes (Stewart, 2014). From this perspective, educator professional development should be viewed as a continuous process, as learning is a lifelong process.

### **2.8.1 The introduction of the CPTD system**

As a result of the growing need to ensure professional development of educators, the Continuing Professional Teacher Development (CPTD) system was introduced to South African educators. According to Du Plessis and Eberlein (2018), the CPTD is managed by the South African Council of Educators (SACE) with the aim of encouraging educators to grow professionally. It is fitting for SACE to be actively involved in this process, as one of its aims is to promote the professional development of educators (SACE, 2015).

With the cooperation of the Department of Basic Education, the provincial Departments of Education and other stakeholders, the SACE gradually implemented the CPTD management system. The initial stages of implementing the CPTD was dedicated to the orientation and signing up of principals and deputy principals who participated in the first three-year cycle of the CPTD which began in January 2014. Principals and deputy principals were included in the first cohort of CPTD implementation. Kempen and Steyn (2016) clarify that since there are fewer principals and deputy principals than there are educators overall, this was done to help with the phase-in process. Principals and deputy principals also needed to familiarise themselves with the system beforehand in order to be well-positioned to oversee the CPTD system's implementation at the school level and provide informed support to their educators (Darling-Hammond et al., 2017).

The management of professional development programs in school is not solely the responsibility of the principals and the deputy principals. Department heads contribute significantly to the professional development of educators since they are members who have far closer relationships with educators than principals and deputy principals (Du Plessis, 2014). Additionally, department heads are given the authority to assist in organising professional development programs for educators under the Personnel Administrative Measures (PAM), which are determined by the Minister of Education in accordance with the Employment of Educators Act 76 (RSA, 1998). In this sense, beginning in January 2015, the department heads were a part of the second cohort of the CPTD implementation. The last cohort, which was implemented with effect from January 2016, was intended for educators. It is extremely important for educators to develop professionally as they operate daily in classrooms, the centres in which quality education is provided to all learners. Against this

background, it is clear that all role players at school level have been introduced to the CPTD and are currently implementing the system to ensure continued development.

### **2.8.2 The purposes of the CPTD system**

The goal of introducing the CPTD to South African educators was to create a more organised approach to the creation and oversight of professional development initiatives. Du Plessis (2014) asserts that the goal of the CPTD is to ensure the preparation of educators who can fulfil the objectives of education. It is important to note in this regard that the main objectives of the CPTD are centred on the professional development of educators to enable them to be effective in fulfilling their responsibility of providing quality education in their classrooms.

According to the SACE (2015), the purpose of the CPTD management system is to:

- ❖ Guarantee that each professional development program or initiative directly and effectively improves teaching and learning;
- ❖ Reinforce the professional stature of the teaching occupation;
- ❖ Offer clear direction to educators on professional development activities that will foster their career progression; and
- ❖ Expand the range of activities that bolster teachers' professional growth.

It is clear that continuous professional development (CPD) encompasses any activity that educators engage in to advance their knowledge and skills, consider how they approach the education of learners, and enhance the quality of their approach to teaching and learning. Initial teacher training and induction should be strengthened by CPD, and this should result in possibilities for growth and training. In light of this, it is clear that the development of educators' professional practices is an on-going process that takes place over the course of their careers.

### **2.8.3 The link between the QMS and the CPTD system**

The QMS and the CPTD system share common characteristics in terms of development. Both the QMS and CPTD are informed by the need to ensure that educators are developed professionally to be adequately responsive to the demands of their working environment. The QMS evaluate and support educators to identify areas of strengths and weaknesses as well as to develop individual growth plans (Matorera, 2018). In essence, the QMS sheds light to the identification of areas in which educators need development. According to Swennen (2018), the CPTD system offers educators a pool of SACE-approved providers and SACE-endorsed professional development programs to satisfy the developmental

needs identified throughout the QMS process. Primarily, educators, the school management and the districts use the SACE endorsed type 1, 2 and 3 professional development programs respectively to address the gaps identified in growth plans, school improvement plans and school development plans (Darling-Hammond et al., 2017).

#### **2.8.4 Challenges with the CPTD system**

Since its introduction in the South African school context, the CPTD has experienced several challenges that hinder its prospects to achieve its intended purposes. According to Bernadine (2018), poor participation of educators in the CPTD activities can be attributed to its inability to be effective. Since educators sign themselves up for developmental programs, many of them delay taking up these developmental opportunities. Sanders et al. (2014) point out that in some cases, this may be due to the lack of educators' interest in the professional developmental programs and the CPTD system. It is hence the responsibility of school managers to encourage educators on their professional development journey and provide them with adequate support to meet their developmental needs. Kempen and Steyn (2016) point out that a lack of support by school managers can largely be attributed to the ineffective implementation of the CPTD system in schools. Some managers consider the management of the CPTD as an addition to their already overburdened administrative responsibilities. It is important to note that while the ideal of the CPTD are developmental orientated, it seems not to be viewed by stakeholders in the same light and this could possibly affect the manner in which it is implemented and its prospects for effectiveness.

## **2.9 THE QMS AND SCHOOL PERFORMANCE**

It is important to note that implementing the Quality Management System in schools can have a substantial impact on the overall effectiveness and delivery of quality education, which inevitably enhances student achievement, a significant indicator of effective school performance. Matorera (2018) asserts that the QMS is in a better position to assist schools in meeting standards and regulations while fostering an environment of educational excellence because it encourages uniformity, continuous improvement, accountability, and effective resource allocation.

### **2.9.1 School performance in the South African context**

In the context of South Africa, school performance encompasses the academic and educational outcomes of students and learning institutions within the country's educational system. South Africa features a broad education system, including public and private

schools. While these schools exist within the same system, some of them are well-resourced while others are underfunded and struggling to meet the demands of a dynamic education system (Armstrong, 2015). The performance of schools is evaluated using a wide range of factors which include the following:

- ❖ Academic performance - this is the main indicator of school performance, which includes the scores and outcomes of standardised assessments. This aspect indicates the extent to which learners achieve the designated outcomes as standardised. Positive scores generally reflect the extent of the effectiveness of the teaching and learning process (Maringe & Prew, 2014) Furthermore, an important indicator in the South African educational system is the matriculation pass rate. The percentage of students who pass their final high school examinations and are eligible for post-secondary education or possible employment is shown.
- ❖ Dropout rates - the proportion of students who drop out before finishing their education is represented by dropout rates. High dropout rates can be a sign of a number of problems in a school, including insufficient resources and support provided to students by educators (Croniger & Lee, 2015). Schools that perform well are able to retain their learners and have an increased possibility of their successful completion.
- ❖ School governance and management - the effective management of schools, which includes administrative and curriculum related processes has a positive influence in the overall performance of a school. Schools that are properly managed, with well-defined processes and support mechanisms for both educators and learners stand a better chance of performing relatively better than others (Ngema & Lekhetho, 2019).
- ❖ Socio-economic factors - school performance is also greatly influenced by students' socio-economic conditions such as poverty, level of parental education, lack of resources as well as the lack of parental involvement and support (Bayat et al., 2014). Schools that are in economically disadvantaged communities experience more challenges, and as a result of a combination of factors, may not academically perform well.
- ❖ Quality of educators - the quality of educators, their qualifications and experiences can have an impact on school performance. It is important that the schools and the system are able to retain the most committed educators, who will impact positively on students' outcomes. Highly skilled and experienced educators who are regularly supported and work in an environment that allows for continuous improvement are likely to contribute to improved school performance (Owuonda, 2020).

It is critical to note that in the South African context, school performance is determined by a wide range of factors. It is of importance to emphasise that each of these factors are essential to establish schools that are highly effective. These factors emanate from effective management of all processes and systems within the school environment. In addition to this, management teams play a crucial role in providing support to all educators, to ensure well-rounded educators who are motivated to continuously take opportunities for their improvement. When educators improve their skills, their teaching strategies are enhanced to ensure that they are effective in coordinating teaching and learning activities. The academic performance of all learners will inevitably improve, while the retention rate of learners increases. Many of these learners are likely to succeed in their academic endeavours and greatly improve the performance of schools.

### **2.9.2 The influence of the QMS on school performance**

The implementation of QMS in schools can have a variety of positive effects on school performance. According to Matorera (2018), the South African educational system stands to gain significantly from the effective implementation of the QMS in schools. The Department of Basic Education views performance management as one of the main pillars of the national human resource development strategy (Khan & Ukpere, 2014). The effective implementation of the QMS is in a number of ways an attempt to develop human resource to fulfil their primary responsibility of providing quality education.

The effective implementation of the QMS encourages increased accountability and better resource management in schools. The QMS clarifies the responsibilities of all school stakeholders, ensuring that everyone is aware of what is expected from each of them. A greater sense of responsibility among staff members and more effective operations may result from this accountability (Matorera, 2018) In addition to this, resource allocation efficiency is frequently emphasised in QMS principles. This can assist schools to make the most of their financial resources and distribute them more wisely so that support is provided to the teaching and learning processes (Khan & Ukpere, 2014)

The QMS pushes schools to establish precise procedures for curriculum development, classroom management, and student assessment. This may result in enhanced teaching strategies and student learning outcomes (Cruz et al., 2016). According to the DBE (2020), a thorough overhaul and refocusing of teacher professional development is the most effective strategy to improve the quality of teaching and learning (ELRC, 2020). Educators are better positioned to develop their knowledge, skills, values and attitudes, due to the

support and development they receive within their working environment, which is a critical component of the QMS. According to Khan and Ukpere (2014), teacher development programs are how educators acquire the skills necessary to be effective and efficient.

If the QMS performance standards as described in ELRC (2020) are objectively assessed and followed by mentoring and assistance, educators will be better able to foster a collaborative atmosphere that encourages active participation and success in the learning process. To ensure the smooth operation of the institution, the SMTs will be able to manage resources and records effectively and efficiently. One of the objectives of the QMS for managers is to provide them with the capacity to be competent in planning and the development of education management as a whole, and they will be able to build procedures that allow democratic decision-making and accountability within the institution (ELRC, 2020). This means that a successful QMS deployment in schools will assist SMTs to carry out their responsibilities effectively and efficiently, thus improving the standard of teaching and learning and ultimately improving school performance.

A quality management system can significantly and favourably affect how well schools perform by encouraging effectiveness, accountability, data-driven decision-making, and a culture of continuous improvement, culminating in enhanced educational results through assisting educational institutions to serve their students, parents, and communities efficiently.

## **2.10 THEORETICAL FRAMEWORK**

The theoretical foundation of a research investigation is the foundation upon which all knowledge is constructed. The theoretical framework underpins the study's rationale, issue formulation, purpose, importance, and research topic (Barnett, 2014). The theoretical framework, therefore, guides the researcher's investigation and assists in the selection of the variables to measure and assess. Rule and John (2011) assert that a theoretical framework aids in establishing a connection between the researcher and the literature and offers presumptions that direct the investigation. As this study is about how educators experience the implementation of the Quality Management System, the researcher must use a framework that provides the fundamental building blocks for professional and institutional growth.

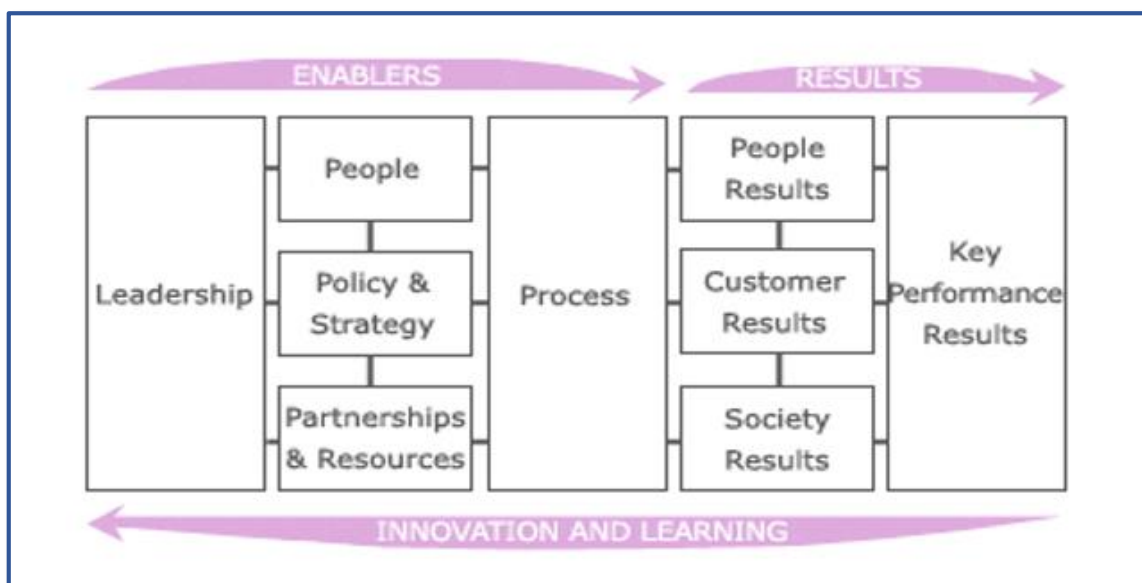
### 2.10.1 European Foundations for Quality Management

This study employs the European Foundation for Quality Management (EFQM) model as a theoretical lens. The EFQM model was developed by the European Commission and fourteen multi-national organisations in 1988 to enhance organisations across all their activities. This method aligns with Total Quality Management, a management strategy based on the principle that all employees should commit to maintaining high-quality work across every facet of an organisation’s functions (Hakes, 2017). Although the EFQM is generally popular in the healthcare sector, it is a self-assessment tool that may be utilised at all levels in various organisations, regardless of sector and size, to encourage excellent service standards (Phin, 2015). The core components of this model are organisational excellence and overall quality management.

Since its conception, the EFQM excellence model has been embraced by several organisations throughout the world, including many in the public sector, as a method of raising performance. Public institutions in Malaysia have implemented the EFQM to assure excellent service delivery and to encourage public employees to perform to high standards (Barnett, 2014). The EFQM model of excellence is applied in Spain as a guide to determine the advantages and disadvantages of various facets of public institutions (Phin, 2015). The EFQM model of excellence’s idea that quality management should focus on all levels of an organisation and should be a continual process of increasing performance, which is the goal of the research, is the justification for using it as a theoretical basis.

The following diagram indicates the dimensions of the EFQM model of excellence:

**Figure 2.2: The EFQM model of excellence (Dubey, 2016)**



The EFQM model of excellence is a model with nine dimensions, which are also called criteria. The criteria are grouped into two sections, the enablers and the results/outcomes. According to Uygur and Sumerli (2013), the enablers are individuals and processes that provide a better opportunity to obtain the desired results. Enablers include leadership, people, policy, and strategies as well as processes (Hakes, 2017). The outcomes are the results of the integration of people, strategies, and processes for a specific purpose. The results include customer results, society results, and key performance results.

### **2.10.2 The enablers of quality management in education**

The European Foundation for Quality Management (EFQM) model of excellence is a widely used paradigm for enhancing performance and fostering organisational excellence. In order to achieve and maintain excellence in an organisation, it identifies a number of important enablers, as demonstrated in figure 2.2. These enablers support the model's basis and are often divided into categories:

#### *2.10.2.1 Leadership*

The school management team (SMT) occupies official roles of leadership within the school's organisational framework in the South African context. Bush (2013) asserts that the SMT offers all-encompassing leadership regarding personnel, activities, defining the school's culture, and standards. The SMT provides steadfast and visionary leadership that promotes a culture of excellence at the school and clearly defines the school's goal. The SMT is also responsible for providing leadership to all staff members. One of the most important roles of the SMT is maintaining an effective performance management system for all staff members (Bassett & Robson, 2017). The SMT is further responsible for implementing strategies that align with the school's mission and vision of ensuring quality education is provided. The QMS places greater responsibility on the SMT to implement functional educator performance management and development processes (ELRC, 2020). Leadership in the EFQM model and the QMS in schools are closely related when it comes to improving the quality of education. Effective leadership is a critical component of both approaches, and it plays a pivotal role in ensuring that the QMS implementation is successful in schools.

#### *2.10.2.2 People*

Though the school management team is responsible for ensuring effective management of quality systems in schools, all staff members play a crucial role in providing quality in all processes of the school. The people enabler in EFQM encompasses various aspects that are related to the staff members of the school (Whitley, 2016). It emphasises the importance

of having competent and committed staff members. Similarly, in the context of the QMS implementation in schools, staff members are essential components. The people aspect in the QMS relates to ensuring that all individuals within the school community understand their roles in maintaining and improving the quality of education (Thwala, 2015). Matorera (2018) emphasises that part of grooming competent staff members includes training and development programs to enhance their skills and competence to further contribute to the school's quality objectives. In this regard, both the EFQM and the QMS promote a culture of continuous improvement of staff members.

#### *2.10.2.3 Strategies and policies*

Among other crucial enablers for the EFQM are policies and strategies. Strategies are essential to achieve educational excellence and enhance school performance (Aithal, 2016). The strategy enabler of the EFQM focuses on the development and implementation of successful strategies that complement the school's goals. According to ELRC (2020), the QMS was created to give educators a framework for responsibility, performance management, development, and support within their working contexts. The SMTs are also entrusted with creating plans that, with a distinct and well-defined emphasis, would guarantee the smooth implementation of the QMS in schools (Cruz et al., 2016). The QMS gives schools the chance to create strategic plans that specify their objectives for high-quality education, continuous development, and learner outcomes.

On the other hand, policies as enablers in the EFQM model of excellence relates to the establishment of quality-related policies. One such policy, as presently implemented in schools is the Quality Management System (QMS), which relates to setting quality objectives and implementing action plans towards enhancing the quality of education (Matorera, 2018). The adoption of effective strategies for the effective implementation of this policy, by all stakeholders is of the utmost importance.

#### *2.10.2.4 Processes, products, and services*

In order to develop and sustain academic excellence, it is crucial to focus on the processes, products, and services as enablers in the EFQM model. This enabler in the EFQM model covers several different features. Primarily, it emphasises the importance of managing school procedures effectively and efficiently in order to give high-quality services, i.e. high-quality education in the context of schools (Darrington & Campbell, 2015). The objective of managing processes and ensuring quality services is guarantee customer satisfaction. According to Clayton (2017), customer focused excellence emphasises the significance of

comprehending and meeting customers' needs and expectations; parents and learners being customers in the context of a school. A further component of this enabler is ensuring product and service excellence, which entails assessing and raising the standards of services, in this study's context, the quality of education provided to learners (Darling-Hammond, 2016). It is the intention of the DBE that the QMS enables educators to be well developed in order to provide quality services in each classroom, with the hope of enhancing learner performance and increase the efficiency of the education sector.

Leadership, people, strategies, policies, resources, and processes all fall under the category of enablers in the EFQM for QMS in schools. Even though each of these enablers is distinct, they are all linked and interconnected. These enablers are crucial to the development of the school's quality management system and are necessary for achieving desired academic results and on-going improvement (Hakes, 2017). Therefore, it is crucial that schools evaluate themselves in order to establish areas for development and promote excellence in each of these areas. Schools can raise their overall performance and competitiveness by concentrating on these enablers.

### **2.10.3 The key performance results of quality management in education**

Key performance results are the results and accomplishments of schools' efforts in many areas of development as described by the EFQM model of excellence. In light of the focus of this study, when these results are applied to the Quality Management System, they assist in determining the efficiency and influence of the QMS on schools. The key performance results include customer results, people results and society results.

#### *2.10.3.1 Customer results*

This category of performance results focuses on the outcomes related to customer satisfaction (Enquist et al., 2015). The guiding principle of implementing the QMS is to develop efficiency in the provision of quality education. Learner outcomes, which include academic and personal development and achievement should be monitored and improved. An improvement in learners' academic development, as a result of efficient QMS implementation brings about customer satisfaction (Matorera, 2018). Since this study is focused on schools, customer satisfaction refers to the satisfaction of parents and learners with regard to the outcomes of the learning process (Sadeh et al., 2013). Customer results might include feedback about the quality of education provided by learners and parents. It can also encompass measures of retention of students in schools and motivates further

enrolment prospects at the school. Feedback and satisfaction of parents and learners should be considered an essential indicator of the QMS's effectiveness.

### *2.10.3.2 People results*

People results are outcomes that are connected to an institution's employees (Longoni & Cagliano, 2016). According to Jabnoun (2019), for a QMS, people results could include indicators such as satisfaction, engagement, development, retention rate and well-being. Employee satisfaction in schools assesses educators' pleasure with their working environment. Increased productivity and a favourable work environment are frequently associated with high levels of educator satisfaction (Hakes, 2017). Secondly, staff engagement refers to educators' emotional commitment and passion for their jobs and schools (Jabnoun, 2019). Engaged educators are more dedicated, driven, and eager to go above and beyond to contribute to the success of the school. Employee growth assesses the school's efforts in educator training, growth, and career advancement, which are emblematic of QMS objectives (Darling-Hammond, 2016). All educators must be able to accomplish their goals with confidence and effectiveness in order for developmental chances to be successful. In addition, retention rates show how effectively an organisation is retaining its personnel (Bush & Gloves, 2016). Low employee turnover rates are generally a good thing, because they imply that staff members are happy with their positions and the school's culture. It is also of importance for all educators to be in good health in order to be productive in their responsibilities.

The EFQM model emphasises people results because it understands that employee growth, engagement, and well-being are all crucial to an organisation's success. The success of the school as a whole is a result of excellent leadership, a great workplace environment, and a dedication to employee development and fulfilment. Schools can foster a culture of individual success by putting a strong emphasis on people results, which in turn improves school performance.

### *2.10.3.3 Society results*

A society result is one of the core performance categories in the EFQM model that is used to evaluate the effectiveness and overall performance of an institution (Hakes, 2017). This category is concerned with how an organisation affects the larger community or society in which it functions. In the context of this study, this can entail evaluating the school's involvement with the community, educational outreach projects or social responsibility programs. Society results is reflected by amongst others, community engagement, social

impact and social responsibilities. Community engagement assesses the school's efforts to connect with and serve the local community (Day & Sammons, 2016). Initiatives such as community outreach campaigns and cooperation with local organisations may be included. In order to maintain the ideals of providing quality education for all learners, it is important for schools to maintain positive relations with the community in which they operate. Secondly, social impact measures the positive social impact of the school's activities. This could involve assessing the school's contributions to social causes and initiatives aimed at improving the well-being of society (Jabnoun, 2019). The school's accountability and transparency in reporting on its social responsibility initiatives, including the sharing of goals, successes, and advancements made toward social and environmental goals, is the last consideration.

Schools should aspire to be good corporate citizens who make positive contributions to society and the environment, according to society results, underlining the wider responsibility of schools outside their primary operations. Schools that place a high priority on societal effect not only gain a higher reputation, but they also inspire a sense of mission among their stakeholders and staff. By concentrating on society results, schools may show their dedication to sustainability and social responsibility while also enhancing their overall performance and interactions with the communities they serve.

A solid foundation for evaluating and enhancing organisational excellence is provided by the EFQM model. When used as a theoretical framework in research, it makes it easier to take a disciplined and methodical approach to examining school performance and locating areas for improvement. It aids in making businesses more capable of achieving long-term success, competitive, and customer-focused.

## **2.11 CHAPTER SUMMARY**

This chapter provided a review of literature relevant to the focus of the study. The chapter narrated pertinent reviews in terms of school performance and quality education and provided a global perspective of educator performance management. The historical context of educator performance management in South Africa, and the challenges experienced with implementing performance management systems in schools were outlined. The European Foundations for Quality Management (EFQM) which was used as a theoretical framework for this study was discussed. The following chapter outlines the research paradigm, approach, design, and data gathering techniques employed in this study. Additional

methodological elements such as ethical issues and the reliability of the research are also discussed in the next chapter.

## **CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN**

### **3.1 INTRODUCTION**

This chapter presents a thorough examination of the research methodologies employed to collect data for this study. As stated by Creswell (2014), methodology encompasses the essential concepts, techniques, and approaches that underlie a research study. This section offers a concise explanation of the research paradigm, strategy, and design employed in this study, along with the rationale for selecting them. Furthermore, it offers an elaboration on the sampling techniques, data collection tools, and data processing methodologies employed. Furthermore, this chapter explores the procedures employed to ensure the accuracy of the study and the ethical considerations addressed throughout the research process.

### **3.2 RESEARCH PARADIGM**

Research paradigms are used for the purposes of conducting research. According to Nieuwenhuis (2016), the way a researcher thinks about knowledge development is reflected in their research paradigm. Any study's paradigm informs the researcher's methods and designs. Abdul and Altharhi (2016) define a research paradigm as a fundamental perspective that shapes the way research is conducted. This study seeks to understand perceptions of principals and educators with the implementation of QMS in schools. Consistent with this claim, the interpretative paradigm was considered suitable for use in this investigation.

#### **3.2.1 Interpretive research paradigm**

This study used the interpretive paradigm in an attempt to understand the perceptions of principals and educators on the implementation of QMS at the sampled schools. Babbie and Mouton (2015) clarify that interpretative inquiry tries to understand a person from within in order to appreciate the person's world-view. In this study, it is crucial for the researcher to identify and comprehend the perspectives of each participant in order to obtain a comprehensive understanding of the phenomena being studied. In addition, Nieuwenhuis (2016) maintains that interpretative inquiries begin with individuals and set out to understand the world around them. The interpretive paradigm enabled the researcher to appreciate that individuals are different and attach different meanings to their daily experiences, which provides a strong foundation for this study.

### **3.2.2 Interpretivism paradigmatic assumptions**

A specific research paradigm ought to guide the execution of each study. This suggests that to do an effective study, the researcher must be confident of the research paradigm to be employed before the commencement of the study (Choy, 2014). McMillan and Schumacher (2014) define a paradigm as a collection of underlying assumptions or beliefs that dictate how the world should be perceived. Ontology, epistemology, and methodologies are all included in a paradigm (Dieronitou, 2014).

#### *3.2.2.1 Ontology*

Ontology refers to the compilation of a researcher's comprehension of the fundamental character of reality (Thanh & Thanh, 2015). In the interpretive research paradigm, ontology is understood as being socially formed through human interactions and subjective interpretations, rather than being an objective reality. The researcher of this study follows a realistic ontology, which acknowledges the existence of multiple realities and interpretations (Choy, 2014). Participating in this study has contributed to a deeper understanding of these concepts. This study recorded and analysed the experiences of eighteen different individuals to gain a deeper knowledge of how QMS is implemented in schools.

#### *3.2.2.2 Epistemology*

A branch of philosophy called epistemology is concerned with how knowledge is produced. It focuses on how we come to know what we know or what are the most reliable means to discover the truth, which involves asking questions about the nature of knowledge and truth (Neuman, 2014). The epistemology used in this paradigm is subjective and interpretive. In this study, the researcher was not merely a passive spectator but was actively involved in the process. Knowledge is considered to be context-dependent due to the researcher's construction of the results from the interpretation of the findings and the interaction with the participants (Abdul & Alharthi, 2016).

#### *3.2.2.3 Methodology*

Methodology encompasses the different methods that are used in a research study. Interpretive research uses qualitative methods to investigate social phenomena (Ranga, 2018). The interpretive research paradigm operates under the premise that reality is constructed via social interactions and that knowledge is contingent upon the specific context in which it is developed (Abdul & Alharthi, 2016). The researcher used qualitative

approaches to evaluate and comprehend the meanings that participants derived from their experiences, allowing for a rich and in-depth inquiry.

### **3.3 RESEARCH METHODOLOGY**

This study uses a qualitative research methodology grounded in the interpretative paradigm. Qualitative research investigates the subjective encounters and viewpoints of individuals. The main objective of this study is to understand the participants' experiences and the importance they attribute to their life events (Babbie & Mouton, 2015; Johnson & Christensen, 2014). McMillan and Schumacher (2014) state that qualitative research seeks to get a thorough understanding of individuals' lives by recording their perspectives, expressions, and thoughts within their unique contexts. Moreover, the use of the qualitative research technique allows the researcher to fully engage with the participants in their authentic environments, hence enhancing the reliability of the acquired data. This technique provides useful perspectives from the participants' standpoint.

#### **3.3.1 Advantages of qualitative research**

The selection of the qualitative research technique for this study was justified based on many convincing factors. According to McMillan and Gogia (2014), qualitative research collects data that is based on the real-life experiences of individuals. Qualitative research is characterised unfold naturally (Neuman, 2014). According to Ganong and Coleman (2014), this approach allows researchers to connect participants' narratives with their actual environments by its naturalistic approach. It aims to study phenomena in their real-life settings, striving to comprehend how emotions, experiences, social contexts, and events, enhancing the authenticity of the findings. This study investigates the perspectives of participants about the implementation of the Quality Management System (QMS), emphasizing the need of gathering data directly from them in their natural environments. This methodology enables the researcher to fully engage with the participants' reality, collecting data without causing any changes to the surrounding environment.

Qualitative research also has several strengths in terms of data collection. Maree (2016) suggests that a qualitative approach allows for the implementation of various data collection tools, which facilitate the gathering of rich, detailed data. The use of multiple instruments enhances the reliability of the collected data. Furthermore, qualitative methodology enables researchers to gain deep insights into participants' experiences, offering an insider's view with detailed descriptions concerning the QMS (Babbie & Mouton, 2015). The process of

transcribing semi-structured interviews and analysing documents affords a nuanced understanding of the management of quality education. In this context, qualitative data can reveal deeper insights and meanings relevant to this study (McMillan & Gogia, 2014).

### **3.3.2 Disadvantage of qualitative research**

While qualitative research provides deep insights, it also presents certain limitations. One criticism is that it may lack neutrality and rigor since outcomes can be influenced by the participants' biases and subjectivities (Rahman, 2016; McMillan & Schumacher, 2014). To counteract this issue, this study employed multiple instruments to collect data, including semi-structured interviews and document analysis, to enhance the study's rigor. Additionally, there is a critique that qualitative research does not allow for the generalisation of findings due to its contextual and subjective nature (Parahoo, 2014). However, generalisation was not intended for this research; instead, this study sought to uncover the specific perceptions of the participants involved.

## **3.4 RESEARCH DESIGN**

Research designs provide researchers with a framework for collecting, analysing, and interpreting data. According to Creswell (2014), a research design is a strategic framework used to address specific inquiries. It is important that a study makes use of an appropriate design for capturing meaningful data about the study phenomena. Well-designed research designs ensure that research methods match study goals and data analysis is done properly.

This study employed a multiple-case studies design. This design enabled the researcher to examine principals and educators' QMS implementation perceptions using several cases (Maree, 2016). In qualitative research, multiple-case studies examine phenomena in their natural settings to improve contextual understanding (Merriam & Grenier, 2019; Merriam & Tisdell, 2016). This technique conducts an empirical analysis of a current occurrence within its real-world context, particularly when there is a lack of clear distinction between the environment and the phenomena. This research examined three fee-paying secondary schools and three no-fee-paying secondary schools.

Multi-case studies use multiple data sources, collection methods, and participant interactions to gather diverse perspectives. This design allows for in-depth exploration of people's feelings, opinions, and experiences in specific environments (Yin, 2018). The researcher spent a lot of time interviewing each participant at work, in their natural

surroundings. Each case offers unique insights and advances a holistic understanding of the investigation.

### **3.4.1 Advantages of multiple case studies**

The multiple case study design was chosen for several reasons. According to Maree (2016), multiple case study design enables researcher to investigate the lived experiences of participants. Participants' authentic experiences can be explored with this design. The multiple case study design also allows for diverse data collection methods, which enhances research depth and breadth (Creswell, 2014). Through the multiple case study methodology, the researcher gained a thorough understanding of QMS implementation. This was done using face-to-face semi -structured interviews and document analysis.

### **3.4.2 Disadvantages of multiple case studies**

Though the multiple case study design was deemed relevant for this study, it has several disadvantages. According to Maree (2016), accessing study sites is the hardest and longest part of research. The researcher first wrote to the principals of the selected schools to request access to the research sites. Four letters remained unanswered after 14 days, requiring frequent follow-up visits to clarify study goals and objectives. After permission was granted, participants were not readily available for this study. Each participant needed time to understand the study purpose and scope. A multiple case study, typical of qualitative research design, cannot produce generalisable findings. Replication underpins scientific research, but multiple case studies often involve unique situations. It is difficult to replicate and validate findings across settings (McMillan & Schumacher, 2014). Multiple data sources were used to improve the investigation's rigour and credibility.

## **3.5 RESEARCH CONTEXT AND PARTICIPANTS**

This study was conducted in Gauteng East. The Gauteng Department of Education has fifteen districts, including Gauteng East. This district has fifty-eight secondary schools in four townships (Kwa Thema, Duduza, Tsakane, and Etwatwa) and three suburbs (Springs, Brakpan, and Nigel). The district has always had below-average Grade 12 pass rates, making it one of the province's under-performing districts. This district has been prioritised, with SMTs receiving support such as Grade 12 school improvement programs, for both learners and educators in a number of subjects. The QMS's impact on selected district schools' performance was examined in this study.

Since QMS implementation involves several role players, the researcher needed data that was representative of school managers and educators. Jamshed (2014) advises selecting key role players who are familiar with the area being investigated. According to Yin (2018), this guarantees that the researcher possesses a comprehensive record of the studied phenomenon and is in the optimal position to gather data that is abundant in information.

Table 3.1 provides the selection criteria which were applied to select participants for the study.

**Table 3.1: Criteria for selecting participants**

POSITION	REASON FOR SELECTION
<b>Principals</b>	<p>The principals of each participating school took part in this study. In terms of sub-section 16 (3) of the South African Schools Act (RSA, 1996) principals of public schools are “responsible for the professional management” of their school. In terms of sub-section 16A (2) of the South African Schools Act, the professional management functions include “the management of all educators and support staff”. In addition, the Personnel Administrative Measures (PAM) (RSA, 2016) published in terms of the Employment of Educators Act 76 of 1998 (RSA, 1998) stipulates that the principal has overall responsibility over educator appraisal systems, in this case the QMS as its currently implemented. Principals are therefore important participants because they are also the internal officials in charge of supervising the appraisal of educators.</p>
<b>Departmental Heads</b>	<p>As subject specialists and senior educators, departmental heads are actively involved in curriculum monitoring and quality assurance processes. Since departmental heads are members of the school management team (SMT) which evaluates educators’ performance in South African public schools, they were chosen to take part in the study. Departmental heads are involved in the planning, management, and execution of the teacher appraisal system processes in South African public schools, as per Resolution 8 of 2003 and Collective Agreement No.2 of 2020 of the Education Labour Relations Council (ELRC, 2020). One of the key responsibilities of departmental heads is taking part in agreed-upon appraisal systems (PAM) (RSA, 2016). Departmental heads have been trained regarding the QMS and are currently managing its implementation in their departments. One departmental head per participating school was interviewed for this study.</p>

POSITION	REASON FOR SELECTION
<b>Educators</b>	Educators are responsible for the implementation and teaching of the curriculum, thereby playing a critical role in learner achievement and school performance. Educator performance and development is of paramount importance, as they are at the grass root level of curriculum delivery (Queen-Mary & Mtapuri, 2014; Steyn, 2013). One educator from each participating school was deliberately chosen based on their considerable teaching experience of over five years, as well as their competence and in-depth understanding of educator evaluations. It is crucial for this study to comprehend their viewpoint on the influence that the Quality Management System (QMS) has on school performance.

The research consisted of a total of eighteen participants, divided equally among six principals, six division heads, and six educators.

### 3.6 POPULATION AND SAMPLING TECHNIQUES

The Gauteng province has fifteen education districts and the Gauteng East district is one of these districts. The district spreads through four townships and five suburbs within the Ekurhuleni municipality. There are a total of 58 secondary schools in the district. The number of secondary school and the possible number of educators in all these schools is very large for the researcher to be able to reach out to every individual. In this regard, it was essential for the researcher to tactfully identify individuals who are best suited to assist in achieving the research objectives (Taherdoost, 2016). The choices in this regard were motivated by what was feasibly possible for the researcher to get through.

Interacting with every individual in the research population is unattainable owing to many restrictions, including limits in time and financial resources. Sampling is a technique of choosing participants due to their perceived ability to produce data that is important for the study focus (Elfil & Negida, 2017). In this study, purposive sampling was used to select six secondary schools from different areas in the Gauteng East district, Gauteng province. Purposive sampling is a form of non-probability sampling that specifically targets a population based on a certain criterion (McMillan & Schumacher, 2014). The six participating secondary schools were selected as they were considered to have information relevant to the focus of the study. These schools were also within an easy access to the researcher.

The sampling choice provided the researcher with the chance to examine the socio-economic background of the participating schools and the procedures employed within them

during the implementation of the Quality Management System. Schools from both fee-paying and non-fee-paying contexts were examined. Regardless of their distinct historical and socio-economic backgrounds, they are anticipated to implement comparable policies and generate comparable achievements. Purposive sampling was implemented to identify individual participants for the investigation subsequent to the selection of participating schools. Purposive sampling was implemented to select participants who, in the researcher's estimation, were most likely to contribute information-rich data during the interactions (Doody & Noonan, 2013). In this regard, the individual participants were sampled due to their significant contributions to the implementation of QMS in schools.

This study made use of purposive sampling for a number of reasons. Purposive sampling is frequently used when the researcher has a unique study issue that necessitates an in-depth understanding of a certain community (Maree, 2016). In this study, purposive sampling helped the researcher to reach out to people who, due to their knowledge, are most likely to contribute significant insights. Principals, departmental heads and educators are at the forefront of the QMS implementation and have invaluable experiences with its deployment at schools. Additionally, a practical limitation that the researcher faced in this study was a lack of time, access to participants, and resources. Given these circumstances, purposeful sampling was easier and more viable because it allowed the researcher to concentrate his efforts on obtaining data from readily available sources.

### **3.7 DATA GENERATION**

Data collection is an important research process which involves the gathering of investigative data relevant to the research study to best meet the research objectives. Any instrument that is used to collect research-specific information for a research study is called a data gathering instrument (Maree, 2016; Sefotho, 2015). The data gathering techniques used in this study are characteristic of qualitative research approaches. Jamshed (2014) emphasises that the most effective qualitative data collection occurs through direct interaction with participants within their everyday environments, allowing researchers to gain deep and authentic insights into the subjects' experiences and perspectives. Primarily the data in this study was obtained through active interaction with participants in their working environment. To gather data that best assists with the research objectives, this study made use of face-to-face semi-structured individual interviews and document analysis as data collection instruments. The use of more than one instrument is inspired by Maree (2016) who advises that the use of a combination of instruments enriches the research findings.

### 3.7.1 Semi-structured interviews

Semi-structured interviews are a special type of interview done for research purposes. An interview is a conversation initiated by the interviewer to obtain research-relevant information (Creswell, 2014; Maree, 2016). Interviews can be described as a direct method of gathering information from participants to have certain experiences that deepen their understanding of the issue being researched (Denscombe, 2014). Interviews are common data collection instruments in qualitative studies as they permit a greater deal of interaction with participants, which brings about a thicker description of the information obtained.

In this research, semi-structured interviews were chosen as the primary data collection method because they facilitate the gathering of relevant information directly aligned with the research goals. McMillan and Gogia (2014) highlight that semi-structured interviews allow for questions that seek further clarification, providing a dynamic and adaptable data collection approach. McMillan and Schumacher (2014) support the use of semi-structured interviews because they can clarify uncertainties and generate thorough replies. In this study, the researcher formulated pre-set questions for the participants to allow for in-depth exploration of their replies during the interview sessions. Each interview lasted roughly forty minutes and was audio recorded to preserve the participants' original comments. Recording the semi-structured interviews enabled the researcher to ask probing questions. In addition, notes were taken as advised by McMillan and Schumacher (2014) to record the non-verbal communication of the participants.

#### 3.7.1.1 *Advantages of semi-structured interviews*

Semi-structured interviews offer several benefits. Maree (2016) states that semi-structured interviews possess a high degree of flexibility. The researcher's flexibility allowed for the clarification of unclear parts throughout the interview. This probing produced information rich-data for the study. Additionally, as a result of this flexibility, participants expressed themselves as freely as they possibly could.

Semi-structured interviews aided the researcher's discovery of fresh areas of research that are closely related to the issue being studied (Rahman, 2016; Jamshed, 2014). All the semi-structured interviews were accurately and completely captured using audio recorders, which also served as proof for reliability checks. Semi-structured interviews enabled the researcher to make use of notes throughout the interview sessions, which assisted in capturing non-verbal cues, rephrasing questions, and searching for additional information.

### 3.7.1.2 *Disadvantages of semi-structured interviews*

Semi-structured interviews have several drawbacks. Semi-structured interviews are limited by the possibility of participants being hesitant to answer questions or feeling uncomfortable about providing honest responses (Denscombe, 2014). McMillan and Schumacher (2014) concur, stating that two shortcomings of interviews are that participants may be unwilling to disclose some information and that the researcher may also pose inquiries that the subjects do not like to respond to. To achieve the required responses from the participants in this study, the interview questions were made simpler. Additionally, participants were encouraged to express themselves freely during the interview sessions.

### 3.7.2 **Document analysis**

Data collection in this study also involved the analysis of documents. The inclusion of document analysis, in conjunction with semi-structured interviews, was motivated by the necessity to mitigate any bias that may result from relying solely on a single data collection method. According to Maree (2013), document analysis entails concentrating on all forms of written documents that could provide insight into the topic being studied. Creswell (2014) explains that information can easily be accessed from documents like the organisation's policies, memos, and minutes, among others, and these are very essential pieces of evidence that provide historical insight into the institutions in relation to the focus of the study. In this regard, the researcher is able to make use of a wide range of documents to assist in identifying useful information for research purposes.

The analysis of document is a complex and requires specific processes. Creswell (2014) lists the processes that the researcher can use when conducting a document analysis. These processes involve the process of locating pertinent papers, distinguishing between private and public documents, acquiring authorization to use the records, and evaluating the correctness, comprehensiveness, and usefulness of the documentation. The document analysis process was conducted according to the aforementioned methods. The researcher wrote a letter to the selected secondary school principals in the Gauteng East district, seeking their consent to access and collect data from papers pertaining to the assessment of educators' proficiency.

Based on their importance to the study, these documents were purposefully chosen: the school development plan (SDP), school improvement plan (SIP), work plans, lesson

observation instruments and the academic performance improvement plan (APIP). These documents assisted to develop a comprehensive understanding of the inquiry being studied.

The documents were requested verbally and in writing from the participants before the interviews. Schools that provided the documents before the actual semi-structured interviews enabled the researcher to peruse the documents beforehand to use the information obtained to probe participants during the interviews. Similarly, schools that provided the documents after the interviews assisted the researcher to peruse the information that may assist in clearing misconceptions and the closing of gaps.

### *3.7.2.1 Advantages of document analysis*

Document analysis is a useful tool for gathering data because documents are textual evidence and require no transcription, making them less time-consuming than other methods. Copies were examined by the researcher at his convenience after obtaining permission to access the documents. Doody and Noonan (2013) argue that documents can be classified as non-reactive data due to their textual nature. This implies that they can be studied multiple times and remain unchanged. The static nature of documents reduced any form of interference by the researcher.

Document analysis can effectively address any gaps that may exist in data collected by other instruments (Tichapondwa, 2013). Document analysis assisted the researcher in identifying pertinent matters that need validation through face-to-face, semi-structured individual interviews with participants. McMillan and Schumacher (2014) define document analysis as a tool that reveals the relationship between written and spoken language. This helped reduce the chance of applying a subjective interpretation to the document's contents (Doody & Noonan, 2013; Maree, 2016). These advantages helped the researcher in terms of triangulation which improves the validity of the study's findings.

### *3.7.2.2 Disadvantages of document analysis*

Despite the fact that document analysis offers many benefits, it also has restrictions. According to Tichapondwa (2013), one of the shortcomings is the potential for the researcher to provide a biased and selective understanding of a document because of its social context. In contrast, Creswell (2013) contends that authors of papers make decisions about what information to include and exclude according to the social, political, and economic context in which they operate. To maintain the study's credibility, the researcher

was able to differentiate between false and legitimate writings by carefully examining the subjectivity of the documents.

The slow rate of retrieving documents is another drawback in document analysis because some documents are not readily available. Institutions could be hesitant to give records to the researcher because they fear they might be disclosing sensitive information (Maree, 2016). The researcher had to constantly reassure the participants that these documents would only be used to gather data and would not be utilised to reveal the schools, the participants, or their processes.

### 3.8 DATA ANALYSIS

Data analysis is the systematic examination and interpretation of data collected during the research process in order to derive meaningful insights and draw conclusions. Data is analysed to generate a consistent comprehension of the information acquired during the data gathering process. According to McMillan and Schumacher (2014), many methods may be used to analyse qualitative data, including narrative analysis, discourse analysis, and thematic data analysis.

This research employed thematic data analysis. Bryman (2016) justifies this decision by asserting that thematic data analysis enables the detection and compilation of patterns. The material collected from the interviews was initially transcribed. This enabled the creation of a database for the research findings (Saldana, 2021). The data sets were then read and re-read. Thereafter coding, categorising and merging categories into sub-themes and themes took place. The data underwent a cyclic coding procedure, in which the researcher consulted the original records to interpret the phenomena under investigation (Maree, 2016; Creswell, 2014). The process of merging data involved describing the link between categories.

This process is illustrated in Figure 3.1:

**Figure 3.1: The thematic analysis process (Leedy & Ormrod, 2015)**



### **3.9 MEASURES TO ENSURE TRUSTWORTHINESS**

Trustworthiness is of paramount importance in qualitative research. The credibility, transferability, dependability, and confirmability of a study are all aspects of trustworthiness (Creswell, 2014; McMillan & Schumacher, 2014).

#### **3.9.1 Credibility**

Credibility in research refers to the degree of trustworthiness and dependability of the findings (Starman, 2013). It evaluates the extent to which the study findings are reliable. This study ensured that the interviews and document analysis were conducted with great care to ensure that the data acquired were directly relevant to the research objectives, so enhancing the study's credibility. Triangulation, involving the utilisation of several data collecting instruments and debriefing research participants, is crucial for enhancing the credibility of a study (Hadi & Closs, 2016; Noble & Smith, 2015).

#### **3.9.2 Transferability**

Transferability in research refers to the capacity to adapt study findings from one environment to another, which may involve different participants (Creswell, 2014). While this study did not aim to generalise participant perceptions, it was essential to provide detailed descriptions to increase the potential for the findings to be transferable. Siegle (2017) argues that such detailed depiction underlines the authenticity of the research outcomes. Hence, it

was essential to present a comprehensive depiction of the educational contexts involved in order to improve the applicability of the study's results.

### **3.9.3 Confirmability**

Confirmability, as defined by Creswell (2014), refers to the capacity to validate or verify the results of a study. This quality criterion highlights the significance of basing research conclusions on reliable data sources, thereby reducing the researcher's biases. The use of several data collection technologies was crucial in enhancing the confirmability of the research findings in this study.

### **3.9.4 Dependability**

Dependability focuses on the consistency of research findings. Maree (2016) proposes that dependability is linked to the stability of research outcomes over time. To ensure this, the research methods employed in this study were rigorously monitored to align with the study's aims. Dependable research findings accurately reflect participants' perspectives and are devoid of any researcher bias, thus providing a reliable representation of the research context.

## **3.10 ETHICAL CONSIDERATIONS**

A research study must adhere to the ethical guidelines and principles established within the discipline of study. Ethical consideration refers to the set of ethically acceptable norms that a researcher must take into account at different phases of the data gathering process (McMillan & Schumacher, 2014). Hence, it is crucial for the researcher to possess awareness about the ethical concerns, which are implemented to safeguard the rights of participants. The subsequent sections provide detailed explanations of the ethical concerns that were taken into account during the investigation.

### **3.10.1 Ethical clearance**

Application for ethical clearance from the Ethics Committee of the Faculty of Education at the University of Pretoria was submitted. Upon receiving ethical clearance, all guidelines provided were followed. The researcher did not communicate with the schools or participants or seek to collect any form of data before being granted ethical clearance.

### **3.10.2 Permission to conduct research**

The researcher sought and obtained authorisation from the Gauteng Department of Education to carry out the study at selected schools in the Gauteng East district. This approval was secured prior to making contact with the target schools. Subsequently, a meeting was convened with the participants to explain the aims and objectives of the research, ensuring transparency and understanding regarding the study's intent and procedures.

### **3.10.3 Informed consent**

Participants were briefed on the study's objectives and assured of their voluntary participation. McMillan and Schumacher (2014) highlight that informed consent is a fundamental aspect of participants' democratic rights, allowing them to choose whether to engage in the research. In this context, the study sought explicit consent from participants. They received invitation letters outlining the study's purposes and delineating their rights as participants, ensuring they were well-informed before making their decision to partake in the research.

### **3.10.4 Voluntary participation**

This ethical consideration emphasises the importance of participants understanding that their involvement in the study is entirely voluntary (McMillan & Schumacher, 2014; Maree, 2016). At the beginning of the data collection phase, the researcher clearly communicated to participants that their contribution to the study would not result in financial compensation and that they retain the right to withdraw from the study at any moment if they decide to do so.

### **3.10.5 Anonymity and confidentiality**

The protection of the identities of the institutions and the participants is important (Siegle, 2017; Creswell, 2014). All information provided by the participants was treated confidentially. To protect the institutions, codes were provided to identify the schools, from School A to School E. This is supported by McMillan and Schumacher (2014) who suggest that the identity of participants should not be revealed at any stage. The participants were also coded as Principal of School A to Principal of School E, Departmental Head of School A to Departmental Head of School E, and so forth.

### **3.11 CHAPTER SUMMARY**

This chapter provided a thorough explanation of the techniques used to carry out this research. It outlined the research paradigm and philosophical foundations that guided the investigation. In addition, the chapter provided a clear explanation of the study methodology, design, sample methodologies, data gathering methods, and analysis processes used in this inquiry. The chapter also described the steps used to maintain the credibility of the study and addressed the ethical concerns followed throughout the research procedure. The next chapter will present the study findings and analyse the data obtained from the data gathering operations.

## CHAPTER 4: FINDINGS AND DISCUSSION

### 4.1 INTRODUCTION

The previous chapter discussed the research methodology, design, and data-gathering techniques. This particular section focuses on presenting and analysing the collected data through two methods: face-to-face semi-structured interviews and document analysis. To collect information from eighteen participants of six secondary schools, individual face-to-face semi-structured interviews were conducted while relevant documents including educators' professional growth plans, and school improvement plans among others were analysed as a secondary tool to bolster findings obtained during interview sessions. This chapter also provides detailed biographical information about each participant involved in this study. Applying the methods outlined in Chapter 3 for data analysis yielded categorised themes with sub-themes that centred on answering specific questions formulated at an earlier stage of the research process.

### 4.2 PROFILES OF PARTICIPATING SCHOOLS

Six secondary schools situated in the Gauteng East district were sampled to carry out this investigation. The sample comprised three fee-paying schools and three no-fee-paying schools. The characteristics of the sampled schools are depicted in Table 4.1.

**Table 4.1: Background information of the participating schools**

School	Type of school	Number of learners	Teaching staff
School A	Fee-paying	712	25
School B	Fee-paying	915	31
School C	Fee-paying	801	27
School D	Non-fee-paying	1215	52
School E	Non-fee-paying	1817	63
School F	Non-fee-paying	1197	47

### **4.2.1 Fee-paying schools**

Fee-paying schools are educational establishments where parents are obligated to provide tuition fees for their children's education. According to the National Norms and Standards for School Funding (NNSF) (RSA, 2022), these fees are a fixed amount of money that parents provide to the school in order to improve the quality of education. Though partial or full exemption from paying fees may be granted on several reasonable grounds, much of these schools' funding is derived from the fees, which supplement the funding by the government (Naicker & Mestry, 2016). As a result, many of these schools are well-resourced in terms of physical infrastructure, connectivity, and human resources. The resources that these schools enjoy place them at an advantaged position, which has a significant impact on learner achievement. The rationale for choosing these schools is to explore how advantaged schools are implementing QMS.

### **4.2.2 No-fee-paying schools**

The National Norms and Standards for School Funding (NNSF) (RSA, 2022) define no-fee-paying schools as schools where parents are not required to pay fees. This exemption is often granted based on the socio-economic circumstances of the students or the local region. Consequently, many institutions rely on government financing to support their operations and ensure the delivery of high-quality education. Due to their location in socio-economically poor areas, these schools are primarily characterized by large class sizes and a scarcity of resources (Naicker & Mestry, 2016). Though the performance of learners varies, double the amount of effort needs to be put in place to be relatively competitive with their advantaged counterparts.

## **4.3 BIOGRAPHICAL DATA OF PARTICIPANTS**

The profiles of the participants who were interviewed are provided in this section. The background information about the eighteen participants, including their genders, post levels, number of years in the post and levels of professional experience as well as their highest qualifications, are provided in Table 4.2. Each participant was assigned a pseudonym, which is used throughout the data presentation to preserve anonymity. The six participating schools were coded as Schools A to F; P signifies Principal; DH means departmental head; E means educator; and the 'p' refers to the number of the participant. Thus SAPp1 presents School A Principal, participant 1; SADHp2 refers to School A Departmental Head, participant 2; SAEp3 is School A Educator, participant 3, and so forth.

**Table 4.2: Biographical information about the participants**

Participating school code	Participants	Pseudonym	Experience in position	Total teaching experience	Gender	Highest qualification
<b>A</b>	Principal	SAPp1	2 years	22 years	Male	B.A
	Depart. Head	SADHp2	8 years	24 years	Male	B Ed.
	Educator	SAEp3	6 years	6 years	Female	B. Ed.
<b>B</b>	Principal	SBPp4	7 years	25 years	Male	B. Ed. Hons
	Depart. Head	SBDHp5	4 years	19 years	Female	B.Ed. Hons
	Educator	SBEp6	11 years	11 years	Female	B. Ed.
<b>C</b>	Principal	SCPp7	4 years	18 years	Male	B.A. (Hons)
	Depart. Head	SCDHp8	12 years	21 years	Female	B. Ed.
	Educator	SCEp9	8 years	8 years	Female	B. Ed. Hons
<b>D</b>	Principal	SDPp10	11 years	25 years	Female	B. A.
	Depart. Head	SDDHp11	20 years	35 years	Female	B. Ed. Hons
	Educator	SDEp12	34 years	34 years	Male	STD
<b>E</b>	Principal	SEPp13	5 Years	23 years	Male	B. Ed. Hons
	Depart Head	SEDHp14	11 Years	34 years	Female	STD
	Educator	SEEp15	23 years	23 years	Female	B. A.
<b>F</b>	Principal	SFPp16	2 years	27 years	Female	B. Ed.
	Depart. Head	SFDHp17	4 years	17 years	Male	B. Ed.
	Educator	SFEp18	27 years	27 years	Female	JSTD

#### 4.4 RESEARCH QUESTIONS, THEMES, AND SUB-THEMES

Table 4.3 presents a comprehensive summary of the main themes and sub-themes that were derived from the data collected.

**Table 4.3: Research questions, themes and sub-themes**

RESEARCH QUESTIONS	THEMES AND SUB-THEMES
1. How do principals and educators understand the QMS?	<b>THEME 1: UNDERSTANDING OF QMS IN SCHOOLS</b>
	<b>Sub-theme 1.1:</b> QMS as an educator evaluation system.
	<b>Sub-theme 1.2:</b> QMS as a means for continuous educator development.
	<b>Sub-theme 1.3:</b> Promote work ethic and professionalism.
2. How do principals and educators perceive the QMS implementation process?	<b>THEME 2: PRINCIPALS EDUCATORS' AND PERCEPTIONS OF THE IMPLEMENTATION OF THE NEW QMS</b>
	<b>Sub-theme 2.1:</b> Replacement of the IQMS.
	<b>Sub-theme 2.2:</b> A mere policy requirement.
	<b>Sub-theme 2.3:</b> Haphazard implementation process.
3. What are the factors that influence the implementation of a QMS in schools?	<b>THEME 3: FACTORS INFLUENCING THE IMPLEMENTATION OF THE QMS</b>
	<b>Sub-theme 3.1:</b> Lack of leadership.
	<b>Sub-theme 3.2:</b> Trust issue among stakeholders.
	<b>Sub-theme 3.3:</b> Protracted process with excessive administrative burden.
4. How can the QMS enhance school performance?	<b>THEME 4: ENHANCEMENT OF SCHOOL PERFORMANCE THROUGH THE QMS</b>
	<b>Sub-theme 4.1:</b> Benefits of the QMS in educator performance.
	<b>Sub-theme 4.2:</b> Provision of adequate resources.
	<b>Sub-theme 4.3:</b> Increased planning and monitoring.
5. How can the QMS be integrated with the continuous professional development requirements of the South African Council for Educators (SACE)?	<b>THEME 5: SACE PROFESSIONAL DEVELOPMENT ROLES AND QMS OBJECTIVES</b>
	<b>Sub-theme 5.1:</b> The role of SACE in educator professional development.
	<b>Sub-theme 5.2:</b> The use of CPTD to enhance the professional development of SACE.
	<b>Sub-theme 5.3:</b> The link between SACE professional development and the QMS objectives.

## 4.5 PRESENTATION AND DISCUSSION OF THE DATA

The data obtained from the two data collection techniques are outlined in this section. As indicated in Table 4.3, five main themes and several sub-themes emerged during the data analysis process and are discussed in the sub-headings below.

### 4.5.1 Theme 1: Understanding of the Quality Management System in schools

It was important to first establish participants' understanding of the QMS before asking them about their perceptions of its implementation. This helped to determine how the participants understood the QMS and this, together with their experiences, directly influenced how they implemented it in their schools. It is significant to note that there were some contradicting views among the participants regarding the role of QMS. In sub-theme 1, several participants indicated that it was primarily an educator evaluation system and a control instrument to ensure that educators are compliant, resembling the previous inspection system. In the following sub-themes, the emphasis was on the continuous educator development value and the potential of the QMS to aid and promote work ethic and professionalism, as well as transparency and accountability in schools.

#### 4.5.1.1 Sub-theme 1.1: The QMS as an educator evaluation system

The data suggested that most of the participants understood the QMS as an instrument used to evaluate educators. If this is the case, as interpreted by participants, then the fundamental goal of the QMS is to offer educators feedback on their teaching practice and techniques, identify areas of strength and areas for support, and ultimately enhance the standard of education delivered to every student (Kamper, 2019; Ngema & Lekhetho, 2019). The participants described their understanding of the QMS as an educator evaluation system in the excerpts below:

*My understanding is that the QMS is a system currently being used, as legislated to provide an evaluation for all staff members across post levels. (SAPp1)*

*As introduced to us when we went for induction, the QMS is a system that the department aims to use to evaluate the performance of educators. Of course, we know that each educator needs to be evaluated to ensure compliance with their set responsibilities; the system provided to us for this is the QMS. (SCPp7)*

Principal D did not differ much from her colleagues. She expressed her views as follows:

*The QMS is a system used to evaluate our performance, I think with the aim of ensuring that we meet the standards that are expected. (SDPp10)*

Principal F also felt that the QMS is a system used to evaluate educators. She explained it as follows:

*The QMS as I understand it is a system that we use to measure the effectiveness of educators in the classrooms. It is important in my view for Post Level 1 educators to be evaluated so that they can deliver effectively in the classrooms and improve our results. HODs play a strategic role in assisting me in this regard. (SFPp16)*

It is important that principals have a better understanding of the QMS, as this will enable them to be better placed to guide all staff members and monitor its effective implementation. Shongwe (2023) is of the view that principals' understanding of the QMS, and their capacity to implement it is key in its success in South African schools. Principals are particularly important in this regard as the Department of Basic Education has published the Policy on the South African Standard for Principals (RSA, 2016), setting out distinct performance standards for all principals. One provision outlined in the South African Schools Act, subsection 16A (2) (a) (ii), stipulates that principals are obligated to oversee the performance management of all personnel within their respective institutions (RSA, 1996). It was interesting to note that participating principals did not mention anything about the QMS being an on-going developmental process in their initial explanations. Their responses to a certain degree indicated that their understanding of the QMS was limited to it being an evaluation exercise, and not an on-going developmental and intervention process. Furthermore, whilst other principals indicated that the QMS is used to evaluate the performance of all personnel in their institutions, the response from the principal of School F suggested that the focus is on the educators in the classrooms and not on departmental heads, deputy principals and principals.

Departmental heads had more or less a similar understanding of the QMS as an evaluation system. The participating departmental heads from Schools B and C explained it in the following way:

*For me, the QMS is a system used to ensure compliance of all role players to their roles by evaluating the extent to which they meet the set standards. (DHBp5)*

*The QMS is a system initiated by the department to provide us with the criteria for evaluating employees in accordance with their roles and responsibilities. (DHCp8)*

These responses provide a brief indication that principals and departmental heads share similar understanding of QMS. Departmental heads are essential in professional development initiatives as they are responsible for evaluating educators who are at the grass-roots level of curriculum implementation and constitute a major portion of the staff population (Harries & Jones, 2018; Du Plessis & Eberlein, 2018). However, the reference by DHBp5 that the QMS is an instrument to “ensure compliance” indicates that the QMS is being regarded by some as a monitoring instrument rather than a developmental instrument. This notion was supported by other participants.

*The QMS is a system that is used to evaluate us in the education fraternity to determine if we are complying with the standards required by our employer, the department. (SBEp6)*

*It's a system used to evaluate our performance at school. (SCEp9)*

Some educator participants felt that the QMS evaluations intended to discredit and victimise some of them. Educators C and D explained this as follows:

*(Heavy sigh) ... Well to be honest with you, the evaluations (at least in my school) are an instrument to inspect educators, and often the management uses the outcomes to micromanage educators. (SCEp9)*

*For me, the QMS as an evaluation system is not different from the inspection system, where the sole mandate is to provide harsh judgement to us. I see nothing positive if after evaluation my Departmental Head just comments on the negatives... I mean after so many years, is there nothing positive that I can do? (SDEp12)*

Educator F also questioned the intentions of evaluations as implemented in her school.

*I am not certain what the true intentions of the evaluation are, however at schools, evaluations are often used to keep us on our toes ... Sometimes evaluations, such as the QMS are used by management as instruments to express power dynamics and fight internal differences. (SFEp15)*

It is evident from these responses that principals, departmental heads and educators share a comparably common understanding that the QMS is a system employed by the Department of Basic Education to assist with the evaluation of the performance of the teaching staff component in schools. As stated by the ELRC (2020), an objective of the QMS implementation is to assess the effectiveness of educators. In this regard, educators' understanding of the QMS is correct but limited. This is particularly evident in the summative score sheets that were analysed in each of the schools. These suggest that all educators in each of the sampled schools were evaluated using the QMS, and in some cases, there are evaluation comments provided by the different seniors, indicating areas that need to be strengthened by each of the educators. Whilst most participants correctly pointed out the evaluation role of the QMS, it should be noted that evaluations are not the sole intention of the QMS, but that it should be aimed at improving the professional practice of educators.

Although there is a consensus that performance evaluation is a key function of the QMS, participants hold the view that the intentions of these evaluations are not developmentally-orientated. They felt that the QMS was being used to inspect and micro-manage educators. This view is relatively similar to that which educators expressed with the IQMS, which had been phased out. Khan and Ukpere (2014) explained that educators perceived the IQMS as a mechanism for exerting control over them and their professional activities. Similarly, the IQMS received significant resistance from educators as it was perceived to be largely centred around evaluations rather than developmental and supportive (De Clercq, 2013). These assertions are one of the first indications that at least in this aspect; the QMS is not significantly different from the IQMS which it replaced.

#### *4.5.1.2 Sub-theme 1.2: The QMS as a means for continuous educator development*

Some participants understood the QMS to be a system that stands to potentially contribute to the improvement of overall educational outcomes. The evidence from the analysis of the interviews suggests that some educators understood the QMS as a possible means of continuous professional educator development. This is in contrast to some of the views expressed in the previous sub-theme.

Principals from Schools B and D explained this as follows:

*QMS has a fundamental value at my school as it creates an atmosphere that enables all teachers, all of us across post levels to constantly develop and improve the quality*

*of our work, which has a positive effect on improving our school and the quality of education that we provide. (SBPp4)*

*The most important value of implementing the QMS is how it emphasises the on-going professional development of educators. Professional development is important in our profession which is forever being reformed. (SBPp10)*

This perspective is corroborated by the participating departmental head from School C who articulated the following response:

*One value that the QMS brings, at least in our school of course, is its ability to encourage and enhance continuous teacher development. A lot of time is devoted to ensuring that we develop, so that we may be more productive in what we do, that's how we have come to understand it. (SCHp8)*

The departmental head from Schools A and D had the following view on the QMS and the professional development of educators:

*The QMS encourages continuous improvement of educators in their working space. Everyone is appraised in the areas in which they operate, however, more importantly, they are developed in areas in which they require support. As departmental heads we spend a considerable amount of time, ensuring educators obtain the support needed for them to develop professionally. (SADHp2)*

*I am aware that the QMS supports educators' on-going professional development. Continuous development is necessary because teaching is a career that requires lifetime learning. (SDDHp11)*

The Educators from schools A and F had the following views in this regard:

*The value that stands out in the implementation of the QMS is its ability to ensure that there is a continuous process of growth and improvement of educators. (SAEp3)*

*I think the value of QMS is to promote continuous professional development, which ultimately improves the performance of educators and prepares individuals who are just starting in the teaching profession. (SFEp18)*

These views suggest that participants view the QMS as an essential tool in the educators' professional development. The ELRC (2020) indicates that the basic role of the QMS is to

guarantee the continuous professional development of educators. The need for continuous development of educators can never be underestimated as it ensures that educators remain as relevant as possible to fulfil their responsibilities. Furthermore, continuous educator development contributes significantly to the provision of quality teaching and learning (Gulamhussein, 2013). As part of the documents analysed in this study, the school improvement plans (SIPs) of some of the sampled schools, particularly Schools A and B, indicate that several workshops have been organised by the schools and some coordinated by district offices to support educators in common areas in which they needed support. These workshops are centred around the professional development of educators. According to Kempen and Steyn (2016), efficient and goal specific workshops are integral in educator development and support. Data obtained from the documents indicate that there is a significant attempt by many schools to utilise the QMS as a continuous professional development instrument.

While it has been established that continuous development is imperative in providing support to educators (Bernadine, 2018), some educators did not believe that the QMS contributes to their continuous professional development. Below are the expressions of educators from schools F, E, and D respectively.

*Professional development should be concentrated more on novice educators, as they need more nurturing and opportunities for growth. I don't think at this point the QMS positively impact my professional development in any way. (SFEp18)*

*Well, yes the QMS is meant to develop us, but honestly, I don't think that this goal will be achieved. Let us take for instance our case, the QMS has been in full swing since last year, and I have been appraised twice already, however, no one has gotten back to me about any of the items in my work plan. (SEEp15)*

*I think the plan is for the QMS to be developmental, the plan sounds smart, however, implementation is a problem, I have not been developed in any way. (SDEp12)*

It is clear that although the QMS is developmental-orientated, there are differing views among participants on its ability to offer on-going educator development. The ELRC (2020) is clear that the QMS ought to be development-centred. In reality, some participants believe that the QMS is instrumental in educator development, whilst others are of the view that the QMS does not necessarily enhance their development. The sentiments expressed by participants paint a picture that educators have differing experiences on the significance of

the QMS in educator development, and these may inevitably be influenced by how each school has implemented QMS. These findings agree with Queen-Mary and Mtapuri (2014) who claimed that educators had differing views about the developmental prospects of the IQMS. From the document analysis report, the school improvement plans (SIPs) of each of the schools indicate some activities intended to support and develop educators. In Schools A, B and C there is evidence of one-on-one developmental meetings that are held with departmental heads with each educator. These three schools are fee-paying schools, where parents make a concerted effort to financially support the school in every aspect and naturally hold educators accountable for their responsibilities. Whilst the school improvement plans (SIPs) of the other sampled schools were populated with activities, there is little or no evidence that any of these activities have taken place (see Table 4.5: Document analysis summary). This may suggest that these activities may have been included in the school plans for compliance.

#### 4.5.1.3 *Sub-theme 1.3: Increased work ethic and professionalism*

Some participants, particularly from fee-paying schools indicated that the implementation of the QMS increases work ethic and professionalism in their schools. It is imperative to note that teaching and learning activities are of the highest quality in fee-paying schools since parents directly hold the schools to account on the quality of the education offered. Participants, especially principals and departmental heads, are of the opinion that the deployment of the QMS has increased the level of professionalism among some educators at their schools.

The principals of Schools A and B had the following to say:

*The implementation of the QMS and the expectations thereof, assists all staff members to understand what is expected from them. And this in turn makes them to work hard to achieve these expectations ... in my view it increases professionalism. (SAPp1)*

*The QMS in a way has increased work ethic amongst colleagues at school, as everyone wants to work towards achieving the performance standards, which is a positive way to strengthen positive work ethic. (SBPp4)*

This view was supported by participating departmental heads in the excerpts below.

*The QMS sets clear criteria and expectations for educators. This clarity helps educators understand what is expected of them in terms of teaching quality and professionalism. (SBDHp5)*

*Educators are taking a keen interest in understanding what is expected of them as they fulfil their duties. Many of us want to align to the standards outlined in the QMS plan, and this creates an extremely professional working environment. (SCDHp8)*

In addition, the participating educator from School A made the following statement about the QMS and the professionalism of educators:

*Continuous performance evaluations are an important part of the QMS. In my opinion, these evaluations can examine not only the efficiency of our teaching but also our professionalism and ethical behaviour. The constructive comments and feedback provided can help us improve our performance and conduct. (SAEp3)*

It is evident from the views as indicated above that the QMS plays an essential role in educator professionalism and improving their work ethics. Analysis of documents also revealed that professionalism is at the centre of most of the sampled schools' activities, as professional development activities are cited in most school plans. Interview data and document analysis revealed that the standards that come with the implementation of the QMS provide the basis on which they reflect on their own professional experiences to enhance their working experiences. Although this may be the case, some participants held a view that the QMS is insufficient to encourage professionalism and improve their work ethics.

The Principal D explained this as follows:

*Many of our staff members are evaluated using the QMS as a matter of compliance. In this way, the QMS is the actual class visits... and not an entire development process. (SDPp10)*

The above explanation made by a principal was worrisome. The principal being the head of the school should be a custodian of educator development and appraisal. So, when the researcher probed further about the value of the QMS specifically in the professionalism of educators, the response was:

*Well, as I said, our focus regarding the QMS is just the class visits and ensuring that we meet the deadlines. Our school is big and we have massive challenges here, overcrowding, lack of furniture, insufficient educators, low staff morale and the list goes on. Often we are overwhelmed by the need to ensure we produce good results in Grade 12... that's where our focus is. There is simply no time to focus on the QMS values. But in my opinion, professionalism starts with the individual educator, their vision and the drive within them; I honestly don't think it has anything to do with the QMS. (SDPp10)*

The School E departmental head had the following to say:

*Most educators in my department are still negative about any form of evaluation. To be honest, I also don't like to look like I am policing them, which I think the QMS wants me to do. So, often I just allow them to score themselves and I also authenticate and adjust their scores where appropriate because I know them well. This also saves time, as I have a big department and I can't get to each of them. I don't think in my department the QMS influences our professionalism. (SEDHp14).*

These sentiments were echoed by the educator from the same school, though in a different department.

*We are hardly able to finish the syllabus, so much of our time is invested in ensuring that we intervene and mediate the curriculum for learners to understand, so my departmental head is not so much concerned about the QMS ... Usually, she just helps us fill out the documents and files them so that when the deputy principal needs them, he gets them and submits them to the district. Our learners work hard and they pass, usually, we are not considered under-performing, in this way the district is not on our case ... so I think the QMS has nothing to do with our work ethic. (SEEp15)*

The educator from School D had the following to say:

*I don't think the QMS has anything to do with our work ethic. For instance, I have been in the field for three decades, and have produced good results in the past, where was the QMS? It has just been introduced last year, and I still performed the same way... maybe it could work for educators entering the field. (SDp12)*

The findings suggest that not all participants perceive the QMS as a tool to enhance their professionalism. While some participants applauded the QMS for setting standards to be

utilised as benchmarks indicating greater efficiency, some participants think that the QMS cannot be attributed to improving their work ethic and professionalism. It is evident that in some schools, the QMS had not been adequately implemented and given a chance to determine its effect on educator professionalism. While this may be the case, analysing documents such as the school development plans and school improvement plans of these schools indicate many activities planned to enhance the professionalism of educators. This immediately indicates that the lived realities of participants in these schools and the documents provided by these schools speak volumes in contrast to each other. De Clercq (2013) pointed out that with the IQMS, schools gave precedence to other duties they deemed more important than the effective implementation of the QMS. Furthermore, Mthembu (2017) explained that the practical implementation of the IQMS in schools contradicted with the IQMS documentation that was made flawless to please departmental officials. Since these schools are not considered under-performing, participants feel that the implementation of the QMS does not affect their professional duties.

#### *4.5.1.4 Sub-theme 1.4: Transparency and accountability*

Participants perceived the QMS as a tool that has the ability to enhance transparency and accountability among educators. Educator transparency and accountability relate to the practices that ensure educators are accountable for their performance, while also promoting an open and communicative atmosphere among all stakeholders (Joubert, 2016; Queen-Mary & Mtapuri, 2014). The following sentiments were conveyed by the principals of School A and C respectively:

*The implementation of the QMS ensures greater accountability among educators for their performance. It further promotes an open atmosphere in which educators directly interact with their immediate supervisors about their performance. (SAPp1)*

*The QMS is a transparent process that takes place in the educators' working environment to evaluate their performance in a manner that promotes greater accountability for their performance. (SCPp7)*

Participating departmental heads also held the view that a value that the QMS brings to schools is accountability and transparency.

*One fundamental aspect of the QMS is to promote greater accountability from educators regarding their performance. The entire process is done to ensure that*

*educators provide an account of their work, against a set standard that has been agreed upon. (SDDHp11)*

*The QMS includes evaluation methods in which educators observe and provide feedback to each other. I think that the feedback motivates us to maintain high performance and ethical standards, which increase accountability. (SBDHp5)*

*In our school, the QMS requires us to keep accurate and detailed records of our activities, such as lesson plans, assessments, learner progress reports, and the interactions we have with stakeholders. These records serve as proof of the work we do and increase transparency in the system. (SADHp2)*

Some educators also supported the view that the QMS promotes accountability in the system. Below are their verbatim narrations.

*Putting it in context, the QMS provides my immediate senior with information primarily on the work that I do in my classroom, and also my professional ethics, which is important to enhance the objectives of the school. It is a mechanism that enables me to account for what I have been doing, to get recognition for the good work, and be supported in areas where I may be lacking. (SBEp6)*

*A key part of the QMS is that the evaluation is done transparently. You know beforehand what you are going to be assessed about. It allows you to prepare. Evaluations should be like that so that we don't see them as trying to catch us out. (SFEp18)*

Only two of the participants had differing views, especially about the accountability components of the QMS. Educators from Schools E and D expressed the view in this manner:

*I do not think that the QMS does much in terms of accountability in my school. To be honest and frank with you, we hardly even consider it. We only look at it in the week of submissions and we just fill in what's necessary and submit. Nobody really follows up to check if how we scored ourselves is parallel to our working realities. (SEEp15)*

*The QMS is not an ideal accounting tool for educators. We have done it since last year, and still, some colleagues are performing below the standards and they have not been*

*held to account. It is just business as usual, so I don't see how filling score sheets twice per year for the QMS can help educators account for their work. (SDEp12)*

These findings demonstrate that transparency and accountability stand out from educators' understanding of the QMS as implemented in schools. The participants emphasised the significance of transparency in a school environment to ensure that all stakeholders are informed about all procedures. Furthermore, transparency in performance management promotes fairness and equity (Pylman, 2015). Accountability is another understanding that participants attached to the QMS. Participants have an understanding that the QMS promotes accountability amongst educators, which they suggest opens room for prospects for support and growth. The analysis of documents indicates that the QMS files in all the sampled schools had summaries of all score sheets of the curriculum staff in each of these schools, and all educators scored above the expected minimum score. Rabichund and Steyn (2014) highlights that with the IQMS, there are no mechanisms to keep educators accountable for their performance. Seemingly, even with the QMS, there is no evidence in any of the sampled schools that educators are held accountable for their performance.

#### **4.5.2 Theme 2: Principals and educators' perceptions of the implementation of the new QMS**

The QMS has been implemented in South African schools since 2021. After establishing the participants' understanding of the QMS, it is crucial to explore how the implementation processes have unfolded in schools as perceived by the participants. Participants perceive the implementation of the new QMS as a procedure that replaces the IQMS, a process only concerned with policy compliance and implemented haphazardly. Below are the sub-themes that explain these perceptions.

##### *4.5.2.1 Sub-theme 2.1: Replacement of the IQMS*

The QMS was introduced after the phasing out of the IQMS, which came under a lot of scrutiny during its implementation. As a result of the challenges experienced during the implementation of the IQMS, there was a significant need to ensure the introduction of a system that would promote greater efficiency in the sector (Shongwe, 2023; Matorera, 2018). This gave rise to the QMS which was re-branded from the IQMS. Though these two systems have similar ideals, they have distinctive differences. Notwithstanding the differences, participants' understanding of the QMS was still to a large extent attached to the IQMS.

The principals had the following to say in this regard.

*It is no secret that the IQMS gave birth to the QMS, so in essence, the QMS tries to close off the gaps that the IQMS had. For example, a lot of people criticised the IQMS for being a single event ... the QMS promotes two cycles of evaluations. (SBPp4)*

*The QMS is developed from the IQMS and (the two systems) have quite a lot in common... For me, the QMS is a simplified version of the IQMS. (SDPp10)*

*The QMS is closely related to the IQMS. I think it's the same thing, just that the QMS has been advocated as being easier to implement. (SFPp16)*

When probed about the QMS being easier to implement, Principal F explained:

*Yes, it's simpler to an extent... Look, the performance standards are less, so the scoring becomes less complicated, there was also a change of role players as the DSGs were not coping with the demands of their tasks. On the other hand, they have now introduced mid-year evaluations, which have added to the admin for us. (SFPp16)*

Departmental heads shared similar sentiments to those expressed by principals. The following excerpts provide some verbatim narrations of their views:

*The QMS aims to improve the IQMS as an evaluation system in schools. (SBDHp5)*

*Well, the IQMS had its downfalls; I think that these were taken into account to develop the QMS to promote a great deal of accountability. (SCDHp8)*

*The QMS was introduced to us as a revamp of the IQMS which failed dismally to meet its objectives. (SEDHp14)*

Participating educators also felt that the QMS was just a modification of the IQMS. They explained it as follows:

*The QMS for me is not in any way different from the IQMS, I think someone somewhere up there, is trying to make sure that it is believed that our challenges are taken into consideration, hence the changes. (SCEp9)*

*Except for a few changes, it's exactly the same thing.... The same old system with changes here and there, which I think will also take time for us to understand... (SEEp15)*

*The QMS is linked to the IQMS, I think because the IQMS had its challenges, it had to be reformed. However, the two processes are the same, with a few changes but the fundamental aspects are exactly the same. (SDEp12)*

*I think the QMS is intended to correct and refine the IQMS.... The problem is because they are closely similar, I end up seeing no difference between the two (the IQMS and the QMS) except for a few changes made for us to believe that the challenges (with the IQMS) are taken into consideration. (SFEp18)*

Evidence from the findings suggests that though the QMS was designed as a different process, participants' understanding of the QMS is widely attached to its predecessor, the IQMS. This is probably due to the close association that the QMS has with the IQMS and the number of aspects that they have in common. It is extremely important to note that role players' understanding of the QMS is significant to its effective implementation. Equally important is that the QMS should be implemented and treated as a distinct system for it to be effective (Ngema & Lekhetho, 2019). Furthermore, there must be a clear distinction between the two systems, as the QMS stands to lose its credibility and the implementation will of stakeholders due to its closeness to the system that had come under severe backlash by the same stakeholders. It also remains unclear if the changes that have been made to the QMS are sufficient enough to ensure positive results.

#### *4.5.2.2 Sub-theme 2.2: A mere policy compliance instrument*

The QMS has been introduced to all stakeholders as a performance management, educator support and development system that replaces the IQMS to offer the most needed educator development to improve the quality of education. Whilst educators are at the grassroots level of the implementation of essential systems, they often get introduced to such systems in workshops during the implementation phase, which leaves them with limited room to engage or contribute to these systems (Hilton et al., 2015). Participants perceived the QMS as a system that has been imposed on them and as a result, is implemented for compliance.

The views expressed in this regard included the following:

*Well, I see the QMS as an important development tool. All staff members need to be supported to be able to fulfil their responsibilities well. However, due to the strenuous processes that the QMS involve, I get the feeling that some of my educators just participate in the process out of compliance. (SBPp4)*

*I think my staff members participate in the process because it is policy, and they need to comply... we would never tell the district that we don't want to do it. So, we do what needs to be done. (SDPp10)*

The principal of School F shared the same sentiments and added another dynamic in her elaboration.

*One thing about this system is that like all other systems, it was imposed on us. So, we do it to comply with what is required, however, we do it in our way which makes it easier for us to comply without straining ourselves with the long processes. (SFPp16)*

The principal raised a critical issue that the QMS had been imposed on them and as a result, it was done for compliance in her school. She further highlighted that they shortened the process to make it less strenuous. Her assertions indicate that the school made their adaptations to the system. The principal explicitly said after being probed that their concentration was on the summative scores, which they were required to submit. The analysis of documents suggests that the QMS had been implemented, as evidenced by the summative scores of educators in the sampled institutions. However, in Schools E and F, except for the summative scores, no evidence is available that indicates that the QMS had been implemented effectively. This verified the impression that the QMS was implemented as a matter of policy compliance.

The other participants, the departmental heads and educators also felt that the QMS was perceived as a policy compliance exercise. They provided the following insight:

*This is a very stressful process done during the busiest times; we just do it to comply with the requirements. (SCDHp8)*

*I honestly see this system as the IQMS (and I know that there are changes), but there are a lot of similarities. Honestly, we do it because we have to do it... (SFDHp17)*

*There are a lot of uncertainties if this system will work, because like many other systems, it has been imposed on us. We do it because it is a requirement. (SEDHp14)*

*I know that the support we require will not be offered by anyone, and that this system will likely not achieve its goals... but [we] have to provide evidence that we are doing it. The easiest way is not to question anything, but submit the documents required, just to be safe. (SDDHp11)*

The departmental head of School F relates the QMS to the IQMS although the systems are different. Steyn (2013) statement which points out that the educators were overwhelmed with the implementation of the IQMS and only responded to it as a matter of policy compliance, corresponds with the findings of this study. It seems as though the school is succeeding in its attempts to comply with the system, as the QMS monitoring tool, which was used by the district to monitor the school, indicates that the school is implementing the QMS effectively. Educators from Schools D and E had the following to say:

*I perceive the QMS as a long and tiring process, which I doubt will be as developmental as it was introduced to be. We only do it to not breach any policies. (SDEp12)*

*If I had a choice, I would not do it as I see no need since no one takes it seriously. I just do it because it's the system - we have to comply and be seen to be making it work. (SEEp15)*

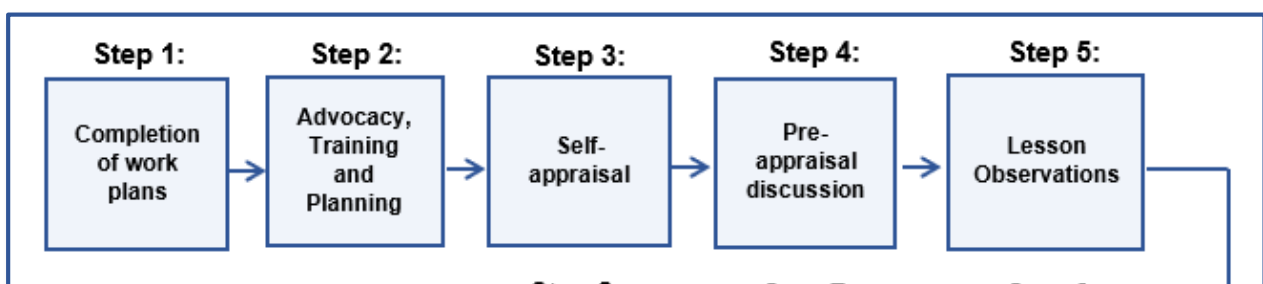
The evidence provided from participants' views seems to suggest that the QMS is perceived as a long and tiring process, which is likely to yield no developmental results. It is clear that participants are currently implementing the QMS as they understand it and sometimes with specific adaptations convenient for them. However, the findings suggest that the implementation is just to comply with the policy requirements. Educators are not at a point of owning the system, it is clear that there are possibilities that the QMS has not been implemented effectively, and as such is likely not to have a positive impact on the professional lives of such educators.

#### 4.5.2.3 Sub-theme 2.3: Haphazard implementation process

The effective implementation of the QMS in schools involves several processes. These processes are outlined in QMS documents and training materials which ought to have been mediated with all stakeholders in the different training sessions prior to implementation. One of the perceptions that educators had on QMS is the haphazard manner in which it has been implemented.

There are eight distinct steps which are pivotal in the implementation of QMS, as outlined in Figure 4.1:

**Figure 4.1: The QMS implementation process (ELRC, 2020)**



The first step in the implementation process is the completion of work plans that outline the performance criteria, primary performance areas, and time-frames for completing the objectives. The next step includes planning, staff training, and advocacy. According to the ELRC (2020), the appraisal subject then does a self-assessment, giving them a chance to become accustomed with the evaluation tool. To create a shared understanding of the rating, the supervisors and appraisees meet for a pre-evaluation session taking place before the lesson observation (Shongwe, 2023). With the aim of evaluating educators, the supervisor observes two lessons: one in the middle of the year and one at the conclusion. Following the lesson observations is the post-evaluation discussion, which aims to offer feedback on the performance and scores. The supervisor thereafter completes the QMS instrument, which is signed by the appraisees and the supervisor (ELRC, 2020).

In response to how the QMS is being implemented in the sampled schools, the following responses were established:

*After the principals' training session, I immediately trained my staff members for them to be acquainted with this program. We then started with the planning for the cycles. Appraisees are given time to evaluate themselves, to identify the areas they need to be supported in before the lesson observation stage. Usually, after the lesson observations, a meeting to discuss the scores is held. (SCPp7)*

*We started by going for training, and we ran a crash course with educators on the QMS. Fortunately for us, many of them were already acquainted with the IQMS, so they could easily relate. Well, I will be quite frank as you promised I will remain anonymous. Let me say, that due to many other competing responsibilities, I leave it up to the departmental heads to see how they do the scoring. Many of them are also full-time class educators, so they rely heavily on self-evaluations to determine the final scores of the educators. (SDPp12)*

*Well, yes I agree we cut short what is expected, which we shouldn't ... but on the positive side, we save a lot of time to concentrate on the things that matter, and I also find our approach results in harmonious working conditions, as there are hardly any changes of scores and therefore, there are seldom grievances about the process.*

**(SEPP13)**

The findings indicate that while principals have been trained in the QMS implementation process, the prescribed implementation steps are not followed coherently. This makes the QMS to be implemented haphazardly. A firm belief has been established that principals are paramount in the effective implementation of departmental policies. Furthermore, a view is held that any element of hesitance from the principals' side in implementing any policy has a direct negative impact on how the staff perceives, interprets and implements the said policy (Day & Sammons, 2016). The other role players expressed themselves in this way:

*The implementation of the QMS begins with training, then a series of meetings in between lesson observations and thereafter the scoring of educators. That's the reality, however, due to some contextual factors, we just concentrate on the result, the summative scores. (SDDHp11)*

*I perceive the QMS as a futile exercise, especially because of the way we have implemented it. We know what needs to be done, but there is a lot on our plates. So the implementation is not logical, as we focus on ensuring the documents needed by the district are accurately filled and submitted on time. (SEDHp14)*

*What we usually do is that the principal just reminds us about the QMS process and submission dates. Each departmental head uses a system convenient for him or her to implement the program, ensuring at the end that the documents needed for submission are done timeously. So I usually get straight to the filling of documents with educators in my department. (SFDHp17)*

It is evident that each of the participants referred to above had not implemented the QMS as prescribed by the guidelines for the QMS implementation. It is worth noting that these participants are departmental heads who play a key role in guiding and supporting educators in all of the QMS implementation steps. It also appears from their statements that there are several short-cuts in implementing the QMS, which could be attributed to the autonomy they are provided by their principals to manage this process in their departments. It came out strongly that the main focus of this process, at least from the participants' perspectives, are

the summative scores. The participants explained that their concentration on the summative scores is a result of officials being primarily concerned about the scores than any other of the preceding steps.

Educators had the following to say about the QMS implementation at their schools:

*There are a number of things that we have to do to implement the QMS effectively. Due to time constraints, we only just score ourselves and the managers verify these scores, and these become our final scores, which they (the managers) submit. My departmental head informs me if he wants to change a few scores so that they don't always look the same, but this rarely happens. (SDEp12)*

*Usually I hear of the QMS around the time for score submissions. For me implementing the QMS means filling in my self-evaluation and giving it to the departmental head on time. Usually, those scores become my final score. (SFEp18)*

*I think there is some resistance from educators regarding this system because it has been imposed on us. I think that the lack of common understanding results in the shortcuts we take. We usually just make sure that we have scored ourselves and all the documents, such as minutes of meetings are available, when needed. (SEEp15)*

The assertions provided by the different participants suggest that most of them are aware of the expectations for the effective implementation of the QMS. Whilst this may be the case, it is clear that the same participants are not implementing the QMS as expected. They attribute contextual factors and a wide range of other responsibilities as possible barriers to the effective implementation of the QMS, which result in them concentrating on what they feel, is necessary. This finding corroborates with Mthembu (2017) that one of the challenges the IQMS implementation faced was that educator often cut the long implementation process short. As a result, educators often concentrated on the summative scores as well as the incentives rather than the developmental process that came with the IQMS. The same is noted with the QMS in which educators seem to be concerned more about ensuring that the documents needed are in order than the support and development envisaged by the process.

#### **4.5.3 Theme 3: Factors influencing the implementation of the QMS**

Several factors were identified that have an influence on the implementation of the QMS in each of the schools. It is crucial to acknowledge that these issues can have a detrimental

impact on the possibilities of the QMS successfully reaching its goals, particularly when they are not addressed. These factors include among others, lack of leadership, trust issues between stakeholders, overwhelming processes and administrative overload, and the lack of support.

#### 4.5.3.1 *Sub-theme 3.1: Lack of leadership*

Institutions, schools included, rely heavily on leadership to direct all of their functions. Within the scope of this study, leadership involves the ability to direct and facilitate the improvement of the performance of every member of the staff (Pillay, 2018). Participants agreed that school principals and the school management teams should take a leadership role in the implementation of the QMS. Whilst most principals agreed that they are actively involved in the QMS and have been capacitated for its implementation, some principals differed. Their sentiments were expressed in this way:

*I think the incapacity of management to direct all processes related to the QMS poses a major threat to its implementation. Management needs to be capacitated. (SDPp10)*

*Leadership is important to ensure that the QMS is rolled out effectively, so managers, particularly the senior managers, my deputies and I need to be confident in providing direction in this regard. I feel just by a mere once-off training, I can't claim to be prepared sufficiently to provide the needed leadership. (SFPp16)*

*As a leader, I do not think I have been well trained to provide decisive leadership in all matters pertaining to the QMS. (SCPp7)*

Departmental heads also felt that the importance of capacitating leaders sufficiently on the QMS had been downplayed. The following views were expressed:

*We need to be sufficiently trained in any process as it begins so that we are confident to guide all our members around it. Not having much information, yourself as a head tempts you to take stress-free routes, like cutting corners. (SEDHp14)*

*We need to be equipped to be steps ahead of the educators, we can't all be uncertain about other aspects. (SFDHp17)*

Educators raised a view that the leadership in the schools was not taking the QMS seriously, which resulted in educators lacking interest in complying with it. Educators expressed this view as follows:

*I think everything should start with the leaders; if they are reluctant about anything, what will motivate the educators? The management themselves are quite negative about the QMS and are more concerned with us scoring ourselves and them finalising the scores. (SDEp12)*

*The leadership at our school is quite relaxed about the QMS, they want us to fill the instrument, which we do and that's it. If leadership is not provided in this aspect, this will be a futile exercise. (SEEp15)*

*I think that the QMS needs proactive, decisive and engaging leaders, [it is] a sad reality that we do not have such leaders. (SFEp18)*

The views presented indicate that leadership is central to the QMS implementation. The EFQM model of excellence, a theoretical framework that guides this study emphasises the importance of leadership in directing all performance management initiatives (Hakes, 2017). The model emphasises that the school's leadership establishes a culture of success by providing unwavering and visionary guidance that makes the school's objective apparent (Adah & Golavar, 2013). While principals blame their lack of leadership in this process on insufficient training to capacitate them, educators attribute the lack of leadership from the principals themselves as a factor affecting the QMS.

It is worth noting though, that this factor was mainly identified in Schools D, E and F, which are no-fee-paying township schools. Naicker and Ncokwana (2016) revealed that no-fee-paying schools faced a number of challenges, poor leadership included, that are a result of a lack of resources and support. It can be argued that good leadership in non-fee-paying schools can have a positive influence in terms of the QMS implementation. Furthermore, the QMS management files of each of these schools have the QMS management plans. One of the first activities in these management plans is the capacity-building workshop on the QMS. It is clear in this regard that the management plans are there for compliance and that such developmental workshops have not taken place (Shongwe, 2023). The lack leadership and establishing common grounds for implementation undermines the intentions of the QMS and hinders the prospects of its effectiveness in these schools.

#### 4.5.3.2 Sub-theme 3.2: Trust issue among stakeholders

Mutual trust between educators and their supervisors emerged as one of the factors that influenced the implementation of the QMS. The participants expressed this in the following ways:

The principals made the following comments:

*I do not think that educators trust their supervisors about the QMS, especially the lesson observations. You can tell that they are still not comfortable with being observed. It indicates to me that they do not trust to be evaluated by their supervisor; they take it more like a judgement of some kind. (SCPp7)*

*I don't think educators trust their supervisors. Some of them have told me it was better with the IQMS as the scores were from a team of two. (SEPP13)*

*I get a feeling that the reason educators do not want to be evaluated is that they do not trust their supervisors. I think they feel that the evaluations expose their weaknesses. (SFPp16)*

Departmental heads also felt that educators did not have much trust in them. The following sentiments were expressed:

*Educators do not really trust that we can be objective when we provide feedback especially about their lessons. You can feel that they are not relaxed during these lessons, and sometimes I feel that some of the lessons I have observed have been taught to the same learners before. (SCDHP8)*

*Taking into consideration that my role is to support educators in my department, I do not think that they are confident in approaching me when they need help. They express that they are not comfortable with lesson observations. (SDDHP11)*

*Apart from the heavy workload I have, one of the reasons I stopped conducting lesson observations is precisely because I felt that educators were uncomfortable about it. I do not think they trust that I can support them, as many of them teach subjects I am not too familiar with. (SFDHP17)*

This departmental head (SFDHP17) specialised in History and Business Economics in her undergraduate studies. Out of the two subjects, she has only taught Business Studies. Her

department comprises five subjects, four of which (Economics, Accounting, Consumer Studies and Economic Management Sciences) she is not familiar with. It is for this reason that she believes educators are not confident that she can provide the support they need.

Some educators indicated their complete discomfort with the role of their seniors in the implementation of the QMS. This point was expressed as follows:

*I honestly do not think that our seniors have been adequately capacitated regarding this process ... Even previously (with the IQMS), I have never received any support from my departmental head with regard to any area that I needed help with. It is still the same. (SDEp12)*

*Departmental heads are supposed to provide us with guidance and support. My departmental head has a weakness of oversharing information with her friends. I am not convinced that she will conceal my weaknesses, as she usually likes exposing people. (SEEp15)*

*We have a general feeling that our departmental heads want to use it as a way of catching us out. I do not trust that there is any support they want to give us. (SEFp18)*

The views of the participants as captured by the citations above indicate that trust among educators is a factor that influences the implementation of the QMS in schools. The EFQM model of excellence that grounds this study specifies the importance of leadership to inspire confidence and trust in all role-players to work as a unit towards enhancing the performance of schools (Laurett & Mendes, 2019). While trust has been identified as fundamental in ensuring greater efficiency, principals and departmental heads are of the view that educators did not trust them to perform fair evaluations and support them. A similar view was established during the implementation of the IQMS when educators did not trust the development support groups. Educators' lack of trust in structures such as the DSGs and SMTs and their inability to open up to possible development from their colleagues posed threats to the successful implementation of the IQMS (Mthembu, 2017; Queen-Mary & Mtapuri, 2014). Similarly, in this study, some educators indicated discomfort with being evaluated by their seniors and felt that the outcomes of the evaluations may in some instances be used to expose how they work.

#### 4.5.3.3 *Sub-theme 3.3: Protracted process with excessive administrative burden*

The overwhelming administrative overload that comes with the QMS was commonly identified as one of the factors that significantly influenced its implementation. Many participants felt that the QMS implementation brought an extra workload into their already overburdened responsibilities.

Whilst the QMS has been implemented relatively well in school A, the principal explained that implementing the QMS could be a tiring process. He explained it in the following manner:

*Well, a factor that influences the QMS implementation is the perception from stakeholders that implementing the QMS is a long, tiring process. (SAPp1)*

When probed about the QMS being a long, tiring process, Principal A further said:

*Of course, it is a tiring process! Due to the sensitive nature of evaluations, we need to be extra careful, and so extensive consultation is required. The process is without any doubt longer when a lot of consultations take place, to establish common grounds. I just simply win by encouraging all staff members that the process is simply worth it. (SAPp1)*

The sentiments expressed by the principal indicate the importance of principals in motivating staff members towards a common developmental goal. The EFQM model of excellence, which is employed as a theoretical lens of this study mandates leaders to have strategies in place to ensure the attainment of key performance results. Motivation can be perceived as one key strategy that principals, as leaders employ to encourage staff members towards achieving enhanced performance from all stakeholders.

The following additions to the explanation were made:

*Implementing the QMS is overburdening, the process comes with several steps, which include a lot of meetings. Though I understand the significance of all these steps, I feel that educators sometimes get overwhelmed and just comply because it's a requirement. (SCPp7)*

*A factor that influences the implementation of the QMS is that it's a lot of hard work. Educators do not like a lot of hard work, especially when they are already swamped.*

*Realistically I don't think the hard work on the QMS is necessary as it brings no tangible results. (SDPp10)*

When probed about the tangible results, the principal explained that the QMS was good on paper but does not necessarily provide the support that educators desired. Furthermore, she explained that commitment to implementing the QMS did not necessarily guarantee an increase in productivity at her school. She asserted that she is very certain that the QMS was not implemented as per guidelines in her department, however, her school still performed well.

Departmental heads made the following contributions:

*One problem I find with the QMS is that implementing it as expected is quite long... Several things need to be done, and the QMS is only one of the many tasks we do. (SBDHp5)*

This departmental head further added that the QMS brought additional administrative workload. She said the following:

*In addition to the long processes, the QMS comes with many documents that need to be filled, which adds an admin load for us. (SBDHp5)*

The participating departmental heads of Schools D and E made the following additions:

*The QMS implementation is a mammoth task. There are a number of processes and meetings that need to take place, which require our already compromised time. Thereafter as departmental heads, we need to also fill in the documents, and this also takes time. This puts a lot of pressure on us, and if we have to fulfil the QMS responsibilities, then other responsibilities will suffer. (SDDHp11)*

*The QMS implementation is a long process. I have a number of staff members in my department, and because this is a confidential process I must individually meet with each of them to have those meetings. And when that is done, I have to document the summative scores of each staff member. Fulfilling this responsibility is a nightmare in a department as huge as the one I have. (SEDHp14)*

Participating educators also expressed their views on the QMS being a long and tiring process as follows:

*Implementing the QMS is such a strenuous exercise, I mean we are already stressed about a lot of other responsibilities, and now additionally the QMS requires a lot of formal meetings, with enormous paperwork. When do we get the time to teach?*  
**(SDEp12)**

*The long insignificant processes indicate that the department is always trying to overburden educators. I mean I need to be evaluated twice in a year, with pre- and post-meetings for each evaluation and a number of documents, and this is only just one process.* **(SEEp15)**

The educator explained that she felt that the QMS was significant as she did not believe that it would fulfil its responsibilities. She attributed this to educators already being overwhelmed and developing negative attitudes and resistance towards the QMS. This finding agrees with Rabichund and Steyn (2014), who explained that educators felt overwhelmed by the implementation of the IQMS which was often associated with a lot of administrative responsibilities. Furthermore, one of the factors that threatened the success of the IQMS implementation was that it added responsibilities, with a number of processes, to the already overburdened educators (De Clercq, 2013). This often led to educators choosing to cut short some processes, in favour of other responsibilities that are perceived as more important.

One of the perceptions that stood out about the QMS is that its implementation is time-consuming. Several processes unfold for the QMS to be successfully implemented. The ELRC (2020) provides guidelines for the effective implementation of the QMS which includes advocacy and training, pre-evaluation meetings, lesson observations and post-evaluation meetings, all of which take place before all parties involved agree on the summative scores of all educators.

Participants felt that although the ideal of the QMS is known to be developmental-orientated, the processes that take place during the implementation of QMS took much of their already compromised time. The following excerpts provide the verbatim narration of principals' views on this aspect:

*The QMS wants us to dedicate time to many activities in the development and support of one educator. This compromise the amount of time spent on a range of other important activities.* **(SCPp7)**

*The perception that I have of the process is that it's time-consuming. It takes a lot of time to effectively implement this process, and due to the nature of our work, time is always against us. (SEPP13)*

*I really want to perceive the QMS as a developmental tool. I think given a chance it could... it's just the strenuous processes that come with its implementation. It demands a lot of time for meetings and consultations time which we do not have. (SFPp16)*

The statements above provide an indication on how some of the sample principals perceive the QMS in relations to time. It is important to note that principals as heads of institutions play a significant role among other things to advocate for and support staff members in performance management and development initiatives (Marishane, 2016). It became a point of concern whether the QMS was being implemented effectively in schools, considering that principals who ought to be at the forefront of its effective implementation, perceived it as a time-consuming process. This finding aligns with Shongwe (2023) who articulated that performance appraisal systems are often perceived as long and strenuous exercises.

It is worth noting from the responses provided by participants that the QMS added several processes and administrative tasks to educators' responsibilities. Educators felt that the addition of these responsibilities has an influence on the implementation of the QMS, and it is the possible reason that some participants cut short some processes in the QMS implementation.

#### *4.5.3.4 Sub-theme 3.4: Lack of support*

One of the principles that guide the QMS implementation process is identifying areas in which educators experience challenges in providing adequate support (Matorera, 2018; Cruz et al., 2016). It is from this understanding that a view is held that support is of importance for the successful implementation of the QMS. Whilst this may be the case, the lack of support was attributed by most participants as a factor that influenced the implementation of the QMS.

With regards to support, Principal B had the following to say:

*While we try as much as possible to implement the QMS accordingly, I think a factor that poses a challenge to the implementation is the support we obtain from the district officials. Without support, any process will encounter challenges. (SBPp4)*

When probed about the lack of support, the principal further explained:

*Okay, since the commencement of the QMS, no official has ever come to school to provide support to the SMT and the staff. We simply just submit the documents at the (district) office and that is it. However, we try as the SMT to provide support to our staff, but we aren't in any way assisted. (SBPp4)*

The principal of School C made the following contribution:

*A major drawback is the lack of support from the district officials. The only time my cluster leader speaks about the QMS is when he verifies my scores. I think because we submit timeously, he assumes we are covered. (SCPp7)*

The principal went on further to say:

*Even if we can try to provide support to educators, as senior management, we also need support ourselves. Who will take responsibility for supporting us? (SCPp7)*

The principal of School D also added:

*A factor that influences the QMS in my opinion is... (heavy sigh) I think the lack of support. There has not been any support provided to us as a school to ensure that this system achieves its goals. (SDPp10)*

When asked to explain further, she said:

*The department officials ought to support us, many things are written in those work plans, and we spend time developing the development plans but nobody ever gets back to us about any of those things. We just keep writing. (SDPp10)*

Departmental heads also felt that the district is not providing support to them, which in their view influences the QMS implementation.

*I think not getting support from officials on implementing the QMS has a negative effect in its implementation. I was under the impression that at least some individuals would be sampled and provided with support. We have received no feedback at all. (SADHp2)*

*There is never any support provided to us from the department, and I think that affects how we implement the QMS. Our principal usually says we must try to support educators, but who supports us? (SDDHp11)*

Whilst departmental head F also agreed that the lack of support influenced the implementation of the QMS, he felt that the support had to be provided by the district and his principal.

*The QMS implementation is affected by not having support. (SFDHp17)*

When probed about from whom he felt he needed the support, he said:

*Definitely the department has to ensure that we receive support. But I also think there are some things in our work plans that the principal can do something about to provide support. The principal simply just says the district does nothing, but I see her not doing much from her side. (SFDHp17)*

Educators also concurred that the lack of support influenced the implementation of the QMS.

*The implementation of the QMS is certainly affected by not getting any support. I have written areas that I need to be capacitated in, but I have not received any assistance in any of those areas. (SCEp9)*

*The lack of support seriously compromises the implementation of the QMS. All the areas that we need support in, ought to be taken into consideration. Of course, the officials won't attend to all of them at once but should at least sample some areas from individual educators in each cycle. (SEEp15)*

The above assertions provide details that the lack of support with the QMS implementation is a challenge hindering its possible prosperity. One of the documents compiled during the implementation process is the work plans, in which each educator details areas where he or she requires support. The working plans also enable the educators to detail the key activities, time frame and targets in each of the areas they require support. Four of the six sampled schools had work plans for all their staff members. All the work plans were filled out, indicating the areas where each educator needed development. Each educator in these four schools indicated approximately three to four areas where they require support. Whilst this may be the case, the same schools had the highest summative scores for each educator, which gave the impression that these schools had the most developed educators

in many areas. In essence, there seemed to be no synergy between the work plans and the scores of educators, particularly in Schools C and D, as many educators have indicated some areas they needed improvement on, while on the other hand, they have scores relatively high in the very same areas.

It is clear from the data provided in this section that there are several factors that participants felt influenced the implementation of the QMS in their schools. The factors that stood out the most included, lack of leadership trust between stakeholders, administrative overload and lack of support from officials. Participants felt strongly about each of these factors and believed that should these factors not be addressed, the QMS implementation would not yield the expected outcomes. It remains essential for all authorities to establish ways in which some of these challenges could be addressed to provide a system that would be effective and beneficial to the individuals for whom it is intended.

#### **4.5.4 Theme 4: Enhancement of school performance through the QMS**

This theme concentrated on responding to the fourth sub-question of the study: *How can the newly adopted Quality Management System enhance school performance?* In the attempt to answer this research question, it is important to bring to mind that the QMS is grounded on ensuring the holistic development of all staff members to ensure greater productivity in the provision of quality education and ultimately improve school performance. Hence, in response to the interview questions, participants identified the benefits of the QMS in educator development, provision of adequate resources, and increased planning and monitoring as some of the areas in which school performance is enhanced through the QMS. These findings are discussed in the sub-themes below.

##### *4.5.4.1 Sub-theme 4.1: Benefits of the QMS in educator performance*

The ultimate goal of any performance management system in education is the enhancement of educators' performance to improve the quality of teaching and learning (Laila, 2015). In this regard, some participants felt that QMS implementation benefits educator performance.

The following statements were captured from principals:

*If properly implemented, the QMS will significantly improve educators' performance as the support provided enables the educators to develop holistically to ensure greater efficiency in their professional environment. (SAPp1)*

*The QMS is centred around promoting the efficiency of educators in the system. I think it potentially enhances the professional performance of educators if implemented well.*

**(SBPp4)**

*The QMS plays a role in educator development as all staff members are developed and encouraged to improve in all areas where they experience challenges. If all staff members take the support as positively as it is intended, we are guaranteed greater educator performance.* **(SCPp7)**

Departmental heads of Schools B and C had the following to say:

*The QMS plays a role in supporting educators to improve in their responsibilities, which in my view improves their performance.* **(SBDHp5)**

*The QMS is advocated as an educator professional development program. I think if we implement it with this purpose in mind, many of us stand to improve our professional performance.* **(SCDHp8)**

Educator E made the following comments:

*A great deal of improvement in educator performance would be guaranteed if all of us took the QMS implementation seriously. The process advocates that all of us be supported to be as productive as possible so that we may improve our performance.* **(SEEp15)**

The views expressed by participants as indicated above demonstrate that the educator's professional development is a central goal in the implementation of QMS. The theory informing this study, the EFQM, identified key performance results as the ultimate goal of any quality and performance management system (Jabnoun, 2019). The key performance result of the QMS in this regard is people's results which is connected to the institution's employees (Longoni & Cagliano, 2016). Participants connected people's results to the professional performance of educators, which ultimately has an overall impact on enhancing school performance.

Whilst the QMS is perceived to be of benefit to educator performance, some participants did not think that the process was necessarily of benefit to their performance. The following excerpts provide the verbatim narration of the views:

*It just increased our evaluation sessions; I don't think it necessarily increased the way I perform as I have always kept an acceptable working ethos even before it was implemented. (SDDHp11)*

*I think it's still early days to determine the impact of the QMS on educator performance. Building teacher performance is an on-going process that takes several years. (SFEp18)*

The views expressed in this sub-theme demonstrate that participants have different perceptions of the QMS relating to their professional performance. Some participants believe that the QMS is likely to benefit their performance. They attribute this to the fact that the QMS enables them to identify areas in which they need support and work with the assistance of senior colleagues to strengthen these areas. This finding supports Matorera (2018) who held the view that the effective implementation of the QMS in schools will without a doubt have an overall positive impact on the professional conduct and performance of educators. It is interesting to note that, while these participants are positive about the contribution of the QMS to their performance, many of them refer to this benefit in the future tense, which may signal that this benefit has not been well established yet. On the other hand, some participants felt that the QMS is unlikely to benefit their performance, as it has been surrounded by numerous challenges from its introduction. This assertion supports the view that the inability to establish sufficient buy-in and willingness of educators in the implementation stage may hinder the ability of the system to enhance the performance of educators and schools (Bassett & Robson, 2017). In any case, it was also established that the QMS is in its infancy stage of implementation and thus cannot be attributed to having any form of benefit to the increase of educators' performance.

#### *4.5.4.2 Sub-theme 4.2: Provision of adequate resources*

Participants held the view that the resource provision is significant in enhancing school performance as implemented by the QMS. In their opinion, the QMS advocates that all staff members are capacitated to deliver the best they can to provide quality education. Adequate resource allocation is central to the delivery of quality education (Steyn, 2013; Harries & Jones, 2018). It is from this informed understanding that the provision of resources is believed to have a pivotal role in enhancing the effectiveness of the QMS.

Concerning the provision of resources, the following sentiments were expressed:

*For the QMS to be effective, resources should be concentrated in all areas to ensure teacher development and increased performance. (SBPp4)*

*Resources are an important aspect in the effective implementation of any system. The school tries to provide educators with the resources needed, which they have identified in their work plans. However, some of the resources they identify are out of the scope of what schools can provide. (SCPp7)*

The principals emphasised that some of the resources ought to be provided by the district, as sometimes the schools' budgets are constrained. The provincial department of education, through the district offices, should offer support by providing resources to schools, in cases where the schools are not capacitated to provide such resources for themselves (Bush & Glover, 2016).

Departmental heads made the following additions:

*Schools should be supported by the department to provide resources that will enable educators to perform at their best. (SDDHp11)*

*The QMS implementation would be enhanced if resources would be concentrated on supporting educators. I feel that any support requires resources and sometimes resources are extremely limited in my school. (SFDHp17)*

Educators also expressed the importance of resource allocation in enhancing school performance. Their views are indicated below:

*Resource allocation is an important part of implementing the QMS, I think the management and district should begin by providing the resources that we identified in our work plans. (SEEp15)*

For educator C, in addition to enhancing performance, providing sufficient resources to educators can help with accountability.

*The issue of providing resources should be intensified, in this way, no one will claim they couldn't do what was expected because they lacked this or that ... (SCEp9)*

Participants have indicated that resources play a vital role in effective QMS implementation. Mthembu (2017) maintains the view that the provision of adequate resources is significant in capacitating educators to enrich their working experiences, enhance their performance

and improve the quality of teaching and learning. This finding is consistent with the theoretical framework which supports this study. The EFQM model asserts that resource provision is one of the essential enablers of enhanced performance in the workplace (Sadeh et al., 2013). The model further links leadership to the provision of resources. According to Hakes (2017), part of the responsibilities of leaders is to provide resources that will enable all employees to improve their performance and be greatly productive in their workplaces. In the context of this study, leadership needs to make a concentrated effort in committing the much-needed resources that will enable educators to improve themselves and the quality of services they offer.

#### 4.5.4.3 *Sub-theme 4.3: Increased planning and monitoring*

The majority of the participants emphasised the need for planning in tackling some of the difficulties associated with the implementation of the QMS which will invariably enhance school performance. The planning phase is crucial in the QMS implementation process (Matorera, 2018). Planning the QMS process entails creating a QMS year plan, lesson observation dates, and dates for pre- and post-discussion meetings and developmental workshops. Furthermore, some participants emphasised the need to ensure that the QMS processes are monitored to ensure compliance by all staff members in all schools.

Principals had the following to say about this aspect:

*For the QMS to be effective to enhance school performance, all staff members need to be involved in the planning processes. This creates a great deal of ownership of the system. (SAPp1)*

*I think that we all need to be on the drawing board when it comes to planning, so that we may allocate the much-needed time to the QMS as well... (SDPp10)*

Principal F felt that planning should not only be at the school level, but the district and provincial offices should do their share in planning for the QMS to improve school performance. She explained it as follows:

*Well, I really think planning is key in implementing the QMS effectively. As managers, we need to actively guide all staff members in the planning process and make sure that we are all on board, however, I feel that planning is not only our responsibility. Officials need to do their part in planning as well. (SFPp16)*

This view was supported by departmental heads in this manner:

*Planning is without any doubt important to any process, the QMS included. We have to do our part in planning, but I think we must get the provinces and district planning first so that ours does not deviate from theirs. (SEDHp14)*

*It is central that all stakeholders are actively involved in the planning process, this will make all of us comfortable with the QMS from its inception ... in a way, I feel we will have greater ownership of the QMS if we are all involved in its planning. (SFDHp17)*

Educator F felt that if the district does not plan, the pressure is often felt by educators which will definitely affect school performance. She had the following to say:

*As much as our planning is fundamental to the QMS's effectiveness, I think the district's planning is important. We can try to do our planning but if it's not in line with theirs, we will find ourselves running around at the last minute because their deadlines would supersede ours. (SFEp18)*

Other participants responded widely on the importance of monitoring in enhancing school performance. Monitoring includes keeping track of performance over time and reporting on target progress (Steyn, 2013; Mogose & Pilane, 2014). Participants are of the view that employing effective monitoring systems will ensure greater efficiency in implementing the QMS.

The following comments were made:

*One of the parts that need to be strengthened is monitoring all stages of the QMS implementation. Each stage should be accounted for. (SBPp4)*

*We need to ensure that all the QMS processes are thoroughly monitored at school level. This will enable all of us to measure the extent to which the QMS can enhance school performance. (SCDHp8)*

*Principals should be hands-on to see if all processes unfold as expected ... as it is now, there aren't systems to monitor the QMS. (SDEp12)*

Educator F believed that for QMS to be effective, the district officials should play an active role in monitoring the process. She had the following to say:

*Monitoring is not only the responsibility of schools but also that of the district. I think management always shies away from responsibility and opts not to do thorough monitoring. If this responsibility is left to the management alone, it means it may never be done. The district should play an active role in monitoring the QMS. (SFEp18)*

The evidence provided above indicates that participants agree that for the QMS to be implemented effectively in schools, planning and monitoring are vital. Each of the sampled schools has a QMS management plan, which suggests that there is some form of planning for executing the QMS processes effectively. However, evidence from document analysis showed that only schools A and B have notes, minutes of discussions and resources that provide evidence that most of the activities are implemented according to the school improvement plan. The other four schools have a similar school improvement plan which they have contextualised; however, it appears that there is no evidence that this is followed. This finding agrees with Matorera (2018) who indicates that the school improvement plans and the lesson observation instruments seem to be there for the perusal and satisfaction of district officials, with little or no intent for implementation by the management of these schools. Findings also revealed that the implementation of the QMS should not be left in the hands of the management only, but district officials should play an active role in this regard.

#### **4.5.5 Theme 5: SACE professional development roles and the QMS objectives**

The professional development of educators has been at the centre of many developmental initiatives in the education sector for several years now. A number of stakeholders in the education fraternity have made a concerted effort to ensure that the professional development of educators is given priority. One such stakeholder is the South African Council of Educators (SACE). SACE is a body popularly known to be tasked with upholding the professional standards and code of professional ethics for educators (Marishane, 2016). According to Carrim (2017), over the years, the role of SACE has gone on to include the management of professional development of educators. It is worth noting that the continued professional development of educators remains central in the education sector.

The professional development goals envisaged by the SACE and the objectives of QMS have relatively similar grounding. The SACE developmental goal places educator professional development at the centre of providing quality education (Johns & Sosibo, 2019). This idea is similar to the aims of the QMS, which advocates for the continuous professional development of educators to ensure greater educator productivity and enhanced learner achievement (Govender, 2018). The role of SACE in the professional development of educators, the use of the CPTD in enhancing the educator professional development requirements of SACE and the link between SACE professional development requirements and the QMS objectives emerged as themes, in an attempt to answer the fifth sub-research question: *How can the QMS be integrated with the continuous professional development requirements of the South African Council for Educators (SACE)?* This theme is discussed in the sub-themes below.

#### *4.5.5.1 Sub-theme 5.1: The role of SACE in educator professional development*

Participants' understanding of the role of SACE is centred around the council being a body that is responsible for ensuring that educators maintain the professional ethos of the teaching career at all times. Geldenhuys and Oosthuizen (2015) argue that SACE is sometimes perceived as a bureaucratic body that is sluggish in responding to the immediate needs of educators. In fact, in some instances, due to its involvement in educators' labour relations processes, SACE may be perceived as a body that provides harsh judgements for educators' transgressions without providing adequate support to them. Participants expressed their understanding of the role of SACE as follows:

*The role of SACE is to ensure that educators are registered and are legally licensed to practice in the teaching profession in this country. (SBPp4)*

*SACE is a professional body that is responsible for ensuring that educators behave responsibly in the execution of their duties. (SCPp7)*

*I think I have read that it's a body that enforces the professional standards of educators. I am not sure how this is done, but I have a feeling it's mainly when there are disciplinary cases against educators. (SDDHp11)*

*I think its role is to investigate any complaint that has been lodged against an educator in the system and... in the event that the educator is found guilty of misconduct, SACE blacklists the educator in the system. (SEDHp14)*

*It's a body that watches over us and investigates any misconduct. I think it also acts as a punitive body for educators who have committed something wrong. Often management uses the body to scare us ... nobody wants to be on the wrong side of SACE because we are made to believe that it kicks you out of the system. (SEEp15)*

The responses cited above indicate that participants didn't immediately relate the roles of SACE in their professional development. While this may be the case, the professional development of educators is explicitly identified as one of the key responsibilities of the body as described by the South African Council of Educators Act 31 of 2000 (RSA, 2000). When explicitly probed about the role of SACE in the professional development of educators, participants had the following to say:

*Well with regard to the professional development of educators, the SACE introduced the CPTD management system to manage and recognise the development initiatives of each educator. (SAPp1)*

*The first time I got to understand that SACE is responsible for our professional development was when we were introduced to the CPTD, a developmental system managed by SACE. (SCPp7)*

*In my entire teaching career, my initial experience with SACE being responsible for our professional development was when a few years back we were taken for training on the CPTD. (SDDHp11)*

*The role of SACE in our development is to organise programs for our development and track if we are responding to these programmes. (SEEp15)*

The responses provided above indicate that in their view, participants were only introduced to the educator development role of SACE when the CPTD was introduced. The responsibility for overseeing and advancing educators' professional development has been assigned to the South African Council for Educators (SACE), the official body representing the teaching profession (Du Plessis & Eberlein, 2018). It is a requirement that all educators, providing services in both public and independent schools, should be registered with SACE. To support and acknowledge educators' professional growth, the SACE Continuing Professional Teacher Development Management System was established (SACE, 2013). Educators can oversee their CPTD through the system. During a three-year cycle, these educators must accumulate 150 professional development (PD) points. By taking part in a

variety of professional development events that address their needs for professional growth, educators can earn professional development points (Bernadine, 2018).

#### 4.5.5.2 *Sub-theme 5.2: The use of CPTD to enhance professional development as a requirement of SACE*

The importance of continuous professional development of educators can never be downplayed. A well-functional education system focuses primarily on ensuring that opportunities are created for educators to develop themselves, with the aim of increasing learner achievement for the overall developmental agenda of the state. Several studies carried out in South Africa show that the country's educational system continuously falls short of expectations (Brown & Militello, 2016; Swennen, 2018). The fact that South African learners perform below learners from other countries serves as evidence of this. The subpar academic performance of South African learners suggests that there is an issue with educators' performance. According to Bernadine (2018), studies found that one of the most significant elements influencing learners' academic success is the quality of their educators. It is for this reason that continuous professional development of educators has emerged as an important aspect of the South African education system.

The SACE implemented the CPTD to enhance the professional development of educators. Since the CPTD has been implemented in phases from the beginning of 2014, it is understood that this management system has had several cycles of existence and educators are quite familiar with it. In this regard, it was fitting to explore how CPTD has been used to enhance the professional development of educators from the perspectives of the participants. The following points were made:

*The CPTD has been used at my school to constantly develop educators in their workspace. This is because they are encouraged to take up developmental activities to accumulate the necessary developmental points required for each cycle. There is generally a lot of enthusiasm as educators compete to secure the points on time.*

**(SPAp1)**

*CPTD has been used to promote continued learning and development at our school. Educators have all been registered with the CPTD and are constantly encouraged to ensure compliance with the provisions of the system. For me, it is the developmental benefit for educators that stands out from this process, the developmental points are just a bonus.* **(SCPp7)**

*The SACE's system known as the CPTD is currently utilised in our school to promote the continuous development of all educators. All educators are motivated to take up activities that will professionally develop them. Now that we are required to gather points for this system, I think it compels all of us to drive our development. (SADHp2)*

*I understand the contribution of this system (the CPTD) to be vital in our professional development. For me, the significance of this system is twofold: one participating in professional activities is of great benefit to the professional lives of educators, and secondly, without any doubt, educators have to do it as it's a requirement. In this way, we are assured that there are some activities the educators are involved in to develop themselves. (SBDHp5)*

Whilst there is a general understanding that the CPTD has been introduced to encourage educators to take an active and responsible role in their professional development, some participants are of the view that the CPTD management system didn't necessarily have any impact on the professional development of educators. A narration of their views is provided below:

*Well, I don't think that the CPTD as currently implemented does much to enhance our professional development. Look, we have registered for it and we are encouraged to take up courses to develop ourselves in relation to our needs, but nobody follows up on this. I think the onus is on an individual to take up these courses. (SCDHp8)*

*I understand the CPTD to be insisting that we enrol for programs that will earn us the developmental points as per their requirements. Well, that is fine, but I don't think that necessarily entails development has taken place. Outside the CPTD I have attended courses that I have found not to be so useful, I have completed them but that doesn't mean I am competent in any of those areas. I just did them to comply. I think that will be the case with CPTD. (SDDHp11)*

*I am not too sure if the CPTD will enhance our professional development. Firstly, it started on a bad footing with the strenuous registration processes and the system that was always down. I think this irritated many educators from the onset. I am not even sure if everyone was registered, but thereafter there was silence. (SFDHp16)*

Participants also attributed time factors, lack of monitoring and support as some of the factors that posed a serious challenge for the smooth implementation of the CPTD

management system, which in their view undermines the prospects of the system's effectiveness. Their views were expressed in the following way:

*I don't think that the CPTD has been implemented well to ensure that we develop professionally. For me, after the tiresome registration process, I have done nothing and no one has said anything about it ever since. I think there is no monitoring mechanism for this system, you know when there isn't any effective monitoring in any system, the system becomes ineffective. (SEDHp14)*

*I am really uncertain if the CPTD has been effective in enhancing our professional development. I say this because except for the rushed training we had a while back... before the corona virus pandemic, there has been not any form of support to ensure that we are confident with the use of the system. Yes, sometimes the SMT makes mention of it during the QMS scoring processes, but I don't know what to do. (SDEp12)*

*This system for me appears to be good on paper, but in reality, has not been able to fulfil its mandates. There has not been any support provided to us, and just like the IQMS and the QMS, it is just a compliance activity. Luckily nobody has ever asked about it, so I simply forgot about it and went on with my daily duties. (SFEp18)*

This participant immediately compared the inability of the CPTD to fulfil its objectives to the lived experiences that educators had when the IQMS was implemented, and currently with the implementation of the QMS. It was established that one of the downfalls of the IQMS was that it was good on paper and offered no mechanisms to monitor its effective implementation (Ngema & Lekhetho, 2019; Mthembu, 2017). Similarly, Shongwe (2023) also questions the effectiveness of the QMS to fulfil its developmental objectives since it is closely associated with the IQMS and appears not to be reformed sufficiently to promote greater accountability. The participant further perceives CPTD as a system that educators go through to comply with requirements just as with the IQMS and the QMS (Queen-Mary & Mtapuri, 2014; Shongwe, 2023).

Other participants had the following views:

*The fact that this system needs for me to upload things is a problem ... some of us aren't quite familiar with technology, so I had to ask someone to help with registration, because at first it appeared as if it was taken seriously. After registration, there was no further support from the management or the district. But I hear we should be attending*

*courses and uploading the evidence. I just turn a blind eye to that part because nobody follows up on it. I don't think it is taken seriously by anyone. (SEEp15)*

*I honestly do not think that the CPTD has been advocated effectively enough to enhance the professional development of educators. Technically the system is undertaken as a cycle of three years, which is a long time to report on development. Additionally, since there is no effective monitoring, I think many people tend to leave it out as it appears to be of no importance. Also, we have a lot on our plates with limited time for the core business of teaching and learning. I don't understand why we have to undergo all this trouble for points to get a mere certificate. (SCEp9)*

The CPTD management system was introduced as an ideal system that would be utilised to enhance the professional development of educators. Educators were trained in cohorts before the implementation of this system to capacitate them to be able to meet the demands of the effective implementation of this system. Whilst this may be the case, it appears that the training sessions were not enough to guarantee the necessary buy-in from educators, on whose account the system was initiated. Participants indicated that they were uncertain if the CPTD was a useful tool for enhancing their professional development due to several shortcomings they have observed since this system became operational. Several challenges have been identified including lack of support and monitoring from the management teams. The management teams are also of the view that the management of the CPTD is not in their scope of operation but is a responsibility of SACE. It is not immediately clear if all the participants have at least registered for the CPTD, however, the fact that the system requires educators to upload documents online, poses a challenge to some educators, significantly those that are not well exposed to the use of technology. Although the system had been in existence for nearly a decade now, a signal that its implementation ought to have matured in the education system, the realities are that there are mixed feelings from educators on its ability to enhance their professional development efficiently.

#### *4.5.5.3 Sub-theme 5.3: The link between SACE professional development requirement and the QMS objectives*

The QMS and the CPTD management systems are currently implemented as parallel programs in schools. As a result of the educator professional development factor, which is common in both the CPTD and the QMS, it became important to establish the link between

the QMS objectives and the CPTD requirements. Some participants felt that there was a link between the two. The following statements were made:

*There is a significant link between the QMS objectives and the CPTD. The QMS from the very beginning is intended to assist educators in identifying areas in which they require support. The CPTD ensures that we get recognition for attending programs that address the areas we need support in. (SBPp4)*

*I think the QMS and the CPTD are linked because they both concentrate on educator professional development. Intensifying both systems can really assist in improving our teaching practices. (SEDHp15)*

*The developmental emphasis of the QMS is related to the requirements of the CPTD. The CPTD requires that we are continuously developing ourselves so that we are more productive. The QMS is a channel which assists us to develop. (SCDHp8)*

*The two systems are linked. In my opinion, the QMS and the results thereof give rise to the developmental programs to be undertaken during the CPTD implementation. (SAEp3)*

While the link between the objectives of the QMS and the requirements of the CPTD has been established, some participants felt that the systems are implemented in a way that gives rise to the perception that there is duplication of accountability that yields no outcomes. The following sentiments were expressed:

*Yes, the two are linked, that is a fact because they both focus on professional development. However, they were introduced to us as separate programs, each with its details. For me that is duplication. (SBDHp5)*

*The two systems in question are linked, though they are treated independently. My problem is that we must try to balance the requirements of each of them and that is a problem especially with time being a factor. (SDPp10)*

*Having two systems aiming to produce the same results, each requiring time can be tiresome. I think there should be one system that informs our development. Having these two is sometimes confusing because we are often not sure what to prioritise. (SDDHp11)*

*The QMS and the CPTD are related to an extent. I gather that both of them are connected to the aspirations for educators to develop professionally. The problem is that it feels like a mammoth task to fulfil the demands of the two, especially when you know that one is given priority over the other. I think the systems should be combined, the elements of each be brought forward to make one comprehensive system, informed by both. (SFDHp17)*

The findings reveal that participants think that the QMS objectives and CPTD requirements are inevitably related. The most common factor in both these processes is the emphasis on educator professional development to enhance the teaching and learning process and ultimately the provision of quality education. Participants also felt that having two systems dedicated to the same goal was demanding a lot of time to their already constrained contact time and probably an integration of the two systems to introduce one system would work better.

#### **4.6 DOCUMENT ANALYSIS REPORT**

To triangulate the data gathering during the semi-structured interviews, documents that are pertinent to the focus of the study were analysed. The analysis of the school improvement plans and the work plans strengthened the quality of the study by revealing how the principals and educators understand the QMS (secondary research question 1) and how they perceive the QMS implementation (secondary research question 2). The lesson observation instrument and summative scores validate the findings of the study by providing the factors that influence the implementation of the QMS (secondary research question 3). Additionally, the work plan provides a broader understanding of how the QMS can enhance school performance (secondary research question 4). The analysis of the SACE CPTD document provided a better perspective to understand how the QMS can be integrated with the CPTD (secondary research question 5). Table 4.4 below shows evidence of documents analysed to triangulate the findings of the study.

**Table 4.4: Summary of document analysis**

SCHOOL	DOCUMENTS ANALYSED			
	SCHOOL IMPROVEMENT PLAN (SIP)	EDUCATORS' WORK PLANS	LESSON OBSERVATION INSTRUMENTS (LOI) AND SUMMATIVE SCORES	S.A COUNCIL OF EDUCATORS' CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT (SACE CPTD) DOCUMENT
<b>A</b>	<p>The SIP has been compiled and has the improvement needs of educators. There are timeframes attached to each improvement need. In the SIP document, some improvement activities are marked indicating they have been achieved.</p>	<p>Each educator has a work plan and the copies of all the work plans were placed in the QMS master file. The work plans indicate the areas in which the educators needed support. Each of these areas were indicated in the SIP document and had specific target groups.</p>	<p>Lesson observation instruments were readily available and were filled to detail. The LOIs have constructive comments. The scores that appear on the LOIs are consistent with the summative scores of each educator.</p>	<p>The SACE CPTD document emphasises the importance of continued professional development of educators. The focus of this document is to provide the basis for the implementation of CPTD in schools. The emphasis is that educators are primarily responsible for their professional development by taking part in development activities, self-initiated, school initiated and those initiated by the district. Educators gain recognition of such development.</p>
<b>B</b>	<p>The school has a SIP document. Minutes indicate that the document has been discussed. The SGB chairperson has also signed the SIP. There is evidence that most improvement activities have been conducted.</p>	<p>Educators' work plans are arranged alphabetically and filed. The work plans show the areas that educators have identified for their development. The targets, time frame and resources needed are indicated.</p>	<p>All educators at the school have LOIs filed and readily available. The LOIs are consistent with the lesson observation schedule of the school. The LOI have constructive feedback.</p>	<p>The SACE CPTD document emphasises the importance of continued professional development of educators. The focus of this document is to provide the basis for the implementation of CPTD in schools. The emphasis is that educators are primarily responsible for their professional development by taking part in development activities, self-initiated, school initiated and those initiated by the district. Educators gain recognition of such development.</p>

SCHOOL	DOCUMENTS ANALYSED			
	SCHOOL IMPROVEMENT PLAN (SIP)	EDUCATORS' WORK PLANS	LESSON OBSERVATION INSTRUMENTS (LOI) AND SUMMATIVE SCORES	S.A COUNCIL OF EDUCATORS' CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT (SACE CPTD) DOCUMENT
<b>C</b>	The SIP is available and reflects the needs of educators. Some activities outlined in the SIP document have been done. Several workshops are indicated to be planned for support.	Work plans have areas in which educators require support. The resources educators needed are also outlined.	Each educator has the LOI, which has some comments on areas that need to be improved. The summative scores of each educator reflects the comments on the LOIs.	
<b>D</b>	The school has a SIP document highlighting the improvement needs of educators. Only a few areas have been identified. The school has 52 staff members with only 5 areas.	The school has copies of the work plans of each educator. The work plans are not filled to detail. For most educators, the work- plans had no activities for development. This could signal that educators at this school require no support.	The LOIs were not available at school, they had been submitted to the district. A copy of the summative scores indicate that many of the educators scored highly, and some educators had the maximum point in the performance standards.	
<b>E</b>	The SIP is available at the school and has been populated with areas of improvement from educators' self- evaluations. There is no evidence of any these activities conducted by the	Only 15 of the 63 staff members had work plans in the QMS files. Some of the work plans were incomplete. A few had no time frames and resources needed.	Only a few LOIs were available and these had no comments as means of feedback. The summary of summative scores was available and	

SCHOOL	DOCUMENTS ANALYSED			
	SCHOOL IMPROVEMENT PLAN (SIP)	EDUCATORS' WORK PLANS	LESSON OBSERVATION INSTRUMENTS (LOI) AND SUMMATIVE SCORES	S.A COUNCIL OF EDUCATORS' CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT (SACE CPTD) DOCUMENT
	school to support educators.		indicated extremely high scores for all educators.	
<b>F</b>	<p>The SIP document at the school has some activities identified to support educators. The responsibility of each of the 17 activities for improvement has been attached to the district office.</p> <p>The school is not responsible for any activity according to the SIP.</p>	<p>Copies of the work plans of 5 SMT members were available, and the rest had been "sampled" at the district. The work plans indicated areas and targets for each of the developmental activities needed to support educators</p>	<p>There was no evidence of LOIs at the school. The summative available at the school indicate that all the educators have been appraised. The scores indicate that 24 of the 47 educators got the maximum score while the rest of the educators scored above 90%.</p>	

The data provided in the table above indicates that the school improvement plans were available in all the participating schools. These improvement plans highlight areas in which educators needed support. The time frame and resources needed for these developmental activities were also provided. Schools A and B particularly had evidence that many of the activities that had been planned to support educators had already taken place. The activities that had not taken place fell within the time of this investigation. There was some evidence that support is provided in School C. School D only had a few development activities in their plans, with a lot of staff members at the school. There is no evidence in Schools E and F that the SIP was being implemented. In this regard, it appears that the QMS is taken more seriously in fee-paying schools as educators are generally held more accountable for their activities by parents who pay school fees.

Educators' work plans, lesson observation instruments and the summative scores were available in Schools A, B and C. Coherency with the comments of the LOIs and the summative scores was noted. There was no coherency with the work plans and summative scores of Schools E and F. There was no evidence that the lesson observations have ever taken place, and that there have been any on-going developmental activities; however, educators scored the highest summative scores. This gave the impression that these schools were complying with the requirements of populating the documents with information of processes that have not even taken place.

#### **4.7 CHAPTER SUMMARY**

This chapter provided an overview and analysis of the data collected through the various methodologies employed in this inquiry. The results of this study were obtained from the data collected through semi-structured interviews and the analysis of documents considered pertinent to the objectives of this study. The data was categorised into themes based on the secondary research questions. The data was analysed and inferences were made to address the primary research question. The next chapter provides a summary of the study's findings, draws conclusions, and offers suggestions based on those findings. Additionally, it suggests areas for additional research.

## CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 INTRODUCTION

The previous chapter included an examination of the results derived from semi-structured interviews conducted with eighteen participants, as well as analysis of documents obtained from six secondary schools within one education district in the Gauteng province. This chapter presents a concise overview of the research questions, draws conclusions based on the findings, and offers suggestions for the study. The study's importance and constraints are examined. The researcher also suggests potential areas for future investigations that are linked to the main emphasis of this study.

### 5.2 SUMMARY OF RESEARCH FINDINGS

This section provides a summary of the research findings of this study. As stated in Chapter 1, the purpose of this study was to explore the perceptions of secondary school principals, departmental heads, and educators regarding the implementation of the new QMS. *How do secondary school principals and educators in the Gauteng East district perceive the adoption of the Quality Management System?* is the main research question employed to attain this purpose. The secondary research questions are crucial to answering the primary research question. Hence, the summary of the findings is presented by answering the secondary research questions in the sub-headings below. This succinctly demonstrated how the study's conclusions were reached.

#### **5.2.1 Secondary research question 1: *How do principals and educators understand the QMS?***

The findings indicate that principals and educators have different understandings of the QMS as implemented in schools. Whilst this may be the case, a common understanding the participants held is that the QMS is a mechanism used by the Department of Basic Education to aid the evaluation of the performance of the teaching staff complement in schools. The evaluation of performance is of significance in ensuring that the individual needs of all stakeholders are identified, and mechanisms are developed to support the educator in overcoming the identified challenges (Steyn, 2013; Matorera, 2018). The ability of this system to fulfil its responsibilities came under scrutiny from most participants who held the

firm belief that the evaluation goals were centred around judgements and micromanagement of educators rather than the provision of support.

The findings also revealed that participants attached a number of values that came with the implementation of the QMS in schools. These values amongst others include continuous educator development, an increase in work ethic and professionalism as well as accountability and transparency. It was revealed that participants held the view that an effective implementation of the QMS provides room for educators to develop professionally, at the same time enabling them to account for their performance fairly and transparently. The provision of adequate support as a result of the QMS will inevitably yield greater professionalism and increased work ethic that ultimately will be of benefit to learners. Some participants, however, felt that the system was insufficient to guarantee the provision of some of these values. These different perspectives immediately gave the impression that the QMS is understood differently by different principals and educators in the district and gave rise to the probability of it being implemented differently by each of these participants in each sampled school.

### **5.2.2 Secondary research question 2: *How do principals and educators perceive the QMS implementation process?***

The QMS implementation process has several vital stages that need to be fulfilled by each role player. These stages include the training, completion of work plans, advocacy, training and planning, self-appraisal, pre-appraisal discussions, lesson observations and post-appraisal discussions, completion of the QMS instrument and rating and scoring. The completion of the QMS instrument as well as the rating and scoring constitute the final stages of the process.

The findings of this study revealed that, at least among the principals who participated in this study, there appears to be consensus on how the QMS must be implemented in schools. This may suggest that they had all attended the training that was provided by the provincial department of education. Some understanding of the QMS implementation is evident among some departmental heads and educators. Educators from the no-fee-paying schools seemed to have a narrow way of explaining the QMS implementation processes. This may suggest a lack of training from their principals and departmental heads about the process or that they simply have not been exposed to the right way of implementing the QMS. Similarly, the findings show that the QMS was not taken seriously in fee-paying schools.

It is also important to note that some schools are making every effort possible to ensure that proper implementation of the QMS processes is adhered to. This may be attributed perhaps to the strong will of the management to ensure effective policy compliance, sufficient advocacy and adequate training of all educators. All these factors have an overall positive influence in ensuring sufficient buy-in from all role players. However, the findings also revealed that some schools had not been implementing the QMS according to the set guidelines and attributed several contextual challenges to this, which in a way leaves the schools with no choice but to fulfil what they perceive as essential components of the implementation process, mainly the scores. In such schools, the concentration is more on the summative result than the development process that comes with the QMS implementation.

Different impressions emerged on how the QMS was being implemented in the sampled schools. It appears that participants from Schools A, B and C, all of which are fee-paying schools are of the view that the QMS has been implemented fairly and consistently in their schools. This indicates that in fee-paying schools, educator continuous development and support are of importance, as educators are usually held accountable for their performance. It is natural to pronounce that the participants in this regard are of the view that the QMS had been implemented as expected in their schools. Most of the other participants, particularly from no-fee-paying schools admitted to implementing the QMS exactly the same way they had implemented the IQMS. This on its own undermines the independence of the QMS and gives rise to the ineffectiveness of the system. The findings reveal that like with the IQMS, the schools are mainly concerned with the timely and accurate submission of the paperwork to the district. In this regard these participants attach no significant value to the implementation of the QMS in improving their working environments as educators.

### **5.2.3 Secondary research question 3: What are the factors influencing the implementation of the Quality Management System in schools?**

Participants mentioned a variety of factors that influence how the QMS is implemented in schools; in particular, a lack of leadership and support frequently came up. The fact that the QMS is a long process that added administrative work to educators' workload and the trust (or lack thereof) between stakeholders also emerged to be affecting the implementation of the QMS in some of the sampled schools significantly.

This study established that leadership was necessary for schools to manage the processes. In this regard, management ought to be central in supplying schools with the necessary

leadership for the effective implementation of procedures, including the QMS. The findings indicate that while some principals are actively involved in the QMS implementation, a lot more are handing off this responsibility to other management team members, such as departmental heads, who may not be as familiar with the procedure as they are. Furthermore, many departmental heads merely skip several stages of implementation since they lack the ability to control the dynamics of this process.

This study indicates that participants are of the opinion that the implementation of the QMS in their schools was influenced by the level of trust among the educators. The findings of this study demonstrated that educators lacked the confidence in their immediate supervisors to freely discuss areas where they were struggling in order to commence their own development processes. Some principals and department heads believe that educators do not trust them to carry out fair evaluations and offer them support. Similarly, educators expressed uneasiness with being evaluated by their seniors and thought that the results of the evaluations would occasionally be to make judgements on their professional conduct.

This study also revealed that the overwhelming procedure that is linked to the QMS implementation and the addition to the administrative duties of the educators have a substantial influence on how the QMS is implemented. Participants indicated that the QMS has added workload to their already overloaded tasks. As a result, some educators have shortened various QMS implementation stages. Furthermore, the findings of this study indicated a lack of support in the implementation of the QMS from office bearers. Principals indicated that since the inception of the QMS, district officials have not provided the much-needed support to ensure that the implementation is consistent with the guidelines. Whilst the district is being blamed for not providing support in the QMS implementation, educators are of the view that principals themselves are not doing much to support them.

#### **5.2.4 Secondary research question 4: How can the newly adopted Quality Management System enhance school performance?**

It is extremely important to note that implementing QMS can significantly improve the efficiency and effectiveness of schools. Matorera (2018) points out that the effective deployment of the QMS in schools stands to improve educator performance, which ultimately will enhance school performance. The findings in this study suggest that the QMS has the potential to improve educator and school performance if it receives the necessary buy-in from all stakeholders and is effectively implemented in schools. This study further reveals that the QMS has recently been introduced in schools, and therefore the number of

developmental cycles that have been completed is not necessarily enough to make a conclusive determination of the effect that the new QMS has had on both educator and school performance. However, a majority of participants, particularly from fee-paying schools, pointed out that the QMS has enhanced accountability, better management of school processes, ensuring consistent quality standards and continuous improvement of educators, which are all connected to enhancing the performance of schools.

#### **5.2.5 Secondary research question 5: How can the QMS be integrated with the continuing professional development requirements of the South African Council for Educators (SACE)?**

The SACE's goals for professional growth and the QMS's objectives are largely grounded in the same principles. In order to explore this question, the role of SACE as perceived by participants had to be established. Participants perceived SACE as a body responsible for their professional ethics, which many participants could not explain, except for identifying SACE as a disciplinary body for educators. Many participants did not immediately relate the role of the SACE to their professional development. The role of SACE in the professional development came to light with the introduction of the CPTD as currently implemented in schools.

Participants expressed uncertainty about whether the CPTD was a beneficial instrument for increasing their professional development because of many flaws they had noticed since the system's implementation. Several issues have been highlighted, including a lack of management support and monitoring. The management teams also believe that managing the CPTD is outside of their jurisdiction and is the duty of SACE. The fact that the system compels educators to upload documents online offers a barrier to certain educators, particularly those who are not well versed in the use of technology.

The data shows that participants believe the QMS objectives and the CPTD standards are inextricably linked. While the relationship between the QMS objectives and the CPTD standards has been established, some participants believed that the systems are deployed in such a way that there is a perception of duplication of accountability that generates no results. One integrated and comprehensive system would work better to support educators.

### **5.3 SIGNIFICANCE OF THE STUDY**

This study investigated the perceptions of principals and educators with the implementation of the QMS. It is important to point out that the QMS is a new system, and as such, has not

been previously explored widely. In light of this, this study provides valuable timely insight on the QMS implementation, significantly from the views of stakeholders who are responsible for its implementation. The study points out principals, departmental heads and educators' understanding of the QMS, and their perceptions of how it has been implemented in their schools. Furthermore, the study provides an in-depth understanding of how the QMS is being implemented in schools and reveals the factors that affect its effective implementation. Any system introduced to benefit educators inevitably has an influence on the school's performance. In this regard, this study revealed the effects of the QMS on school performance. This study linked the QMS and the CPTD as implemented and monitored by SACE. This study offers policymakers a practical basis for the implementation of the QMS, enabling them to assess the system's ability to achieve its goals. In this regard, the study is in a position to contribute to the body of knowledge on the Quality Management System and school improvement and provides the basis for future research in this regard.

#### **5.4 DELIMITATIONS AND LIMITATIONS OF THE STUDY**

This study, typical of research studies, has its own set of delimitations and limitations. Delimitations are aspects that are set as boundaries by the researcher to achieve the aims and objectives of the study (Dimitrios & Antigoni, 2019). This study was conducted in six secondary schools in the Gauteng East district, and only three participants from each school were sampled. Due to time restrictions, a bigger sample could not be obtained. This implies that further studies in other parts of the country may be required before the findings can be generalised. The sample size makes it difficult for the findings to be generalised. Whilst this may be the case, the purpose of this study was not to generalize the findings, but to provide an in-depth account from the perspectives of the participants.

Limitation arise during a study and are outside the researcher's jurisdiction (Simon & Goes, 2012). During the interview procedure, several individuals shown a reluctance to offer elaborate replies. The researcher was required to provide a comprehensive elucidation of the objectives and intentions of the research study in order to persuade them that the findings would be utilized solely for research reasons. Furthermore, the data obtained is from the perceptions of participants, in this regard participants' biases cannot be ruled out.

#### **5.5 CONCLUSION**

The purpose of this study was to explore the perceptions and experiences of principals and educators with the implementation of the QMS. The QMS was introduced in 2021 as a

performance management system for school-based educators after the phasing out of the IQMS which experienced many challenges during its implementation period. This study established that although the IQMS and the QMS have several similarities, they are distinctly different processes. The findings from the sampled schools revealed that staff members of the three fee-paying schools understood the QMS and its purposes. Though there is a lack of support from district officials, the management of these schools had trained educators about the QMS and was taking a leadership role in ensuring that the QMS is being implemented effectively in these schools. On the other hand, some educators from the no-fee-paying schools indicated a basic understanding of the QMS while some still strongly related the QMS to the IQMS. This suggests that the QMS was understood differently by participants from different contexts within the same district.

Similarly, this study reveals that the QMS is implemented differently in schools. Participants from no-fee-paying schools indicated that although they knew how the QMS had to be implemented, they felt that this was not the case in their schools due to several factors like overcrowding, lack of resources and lack of motivation from management. Participants from both fee-paying and no-fee-paying schools felt that the QMS implementation came with additional administrative responsibilities for educators, which they avoided by concentrating on filling in the documentation needed by the district. Lack of leadership and support were attributed as factors that influenced the implementation of the QMS. The documents analysed suggest that schools make every effort possible to ensure compliance with the administrative part of the QMS, which is mainly done to satisfy the district and its submission requirements. The production of documents such as the SIP, growth plans and summative scores did not necessarily guarantee that schools were effectively implementing the QMS. This study further revealed that the QMS as recently implemented was in its infancy stage and there was no guarantee that it has enhanced the performance of educators and the sampled schools.

## **5.6 RECOMMENDATIONS**

The findings of this study can potentially impair current performance management initiatives in the education system, and thus necessitate recommendations that can be considered to enhance the current circumstance. In light of this assertion, the following recommendations are made:

### **5.6.1 Recommendations for policy makers**

- ❖ The findings of this study indicate that educators are overwhelmed with the added administrative responsibilities that came with the implementation of the QMS. A more simplified quality management system focusing more on educator support than the administrative overload is required.
- ❖ The implementation of the QMS requires continuous support and development of educators in their working environment. It has been established that resource allocation is integral in the effective implementation of this system. This study recommends that more resources should be allocated to schools and district offices to enable them to fulfil this responsibility.
- ❖ The study has established that educators are often uncomfortable with being evaluated by their colleagues and some managers also do not want to be perceived as policing the educators. This without any doubt cripples the effectiveness of the QMS. This study recommends looking into external evaluators appointed to monitor the implementation of the QMS in schools.
- ❖ The QMS was introduced uniformly in all schools. It is inevitable that schools have different contextual challenges and that a blanket approach to implementation may not necessarily yield the expected results across the board. This study also established that the QMS had been implemented differently in fee-paying schools and no-fee-paying schools. This study recommends that no-fee-paying schools be provided more support, as a result of the challenges experienced in these schools, as opposed to their counterparts.

### **5.6.2 Recommendation for practice**

- ❖ The theoretical lens of this study, the EFQM emphasises the importance of leadership in securing organisational success. The findings of the study suggest that school leaders should play an active and prominent role in strengthen educator development and enhance educator performance. To enhance the performance of schools, support to principals and school management team should be intensified to provide the much-needed guidance to educators.
- ❖ District management teams with the support of the provincial office should capacitate officials in the Performance Management Sub-directorate of the Human Resources Offices to provide support to all schools with the implementation of the QMS. Each official should be allocated a considerable number of schools to oversee, a system similarly used by IDSO in circuit management.

- ❖ Only a few areas of development should be evaluated at a time. This will give the educator and the evaluator the ability to thoroughly check the ongoing progress before moving to the next area of development.

### **5.6.3 Suggestions for future research**

The findings of this study uncovered a few areas that need to be explored further.

- ❖ The preparedness of the school management teams in managing the dynamics of performance management change.
- ❖ The roles of human resources development officers in the implementation of the QMS
- ❖ A detailed study on how fee-paying schools manage the implementation of the QMS is also recommended.
- ❖ Leaderships' efforts in providing resources for educator development and quality education.
- ❖ The role of lesson observations in the development and support of educators.

## **5.7 CONCLUDING REMARKS**

This study aimed to investigate the perceptions of principals and educators about the implementation of the Quality Management System (QMS) in six secondary schools located in the Gauteng East District of the Gauteng province. The generalisability of the conclusions from this study is limited to the specific circumstances of the investigation. The study found that in one province, individuals in different roles had varying interpretations of the Quality Management System (QMS), which ultimately affected their experiences with implementing it. The study revealed that the school's settings have a crucial role in the execution of the Quality Management System (QMS). The results suggest that fee-paying schools place a greater emphasis on the Quality Management System (QMS) due to the higher level of accountability imposed by parents on educators. However, most no-fee-paying schools do not prioritise performance management measures, such as the Quality Management System (QMS). Several challenges, such as overcrowded classrooms, educators' heavy workloads, lack of support, and the additional administrative requirements of implementing educator performance management systems, are attributed as factors that pose a threat to the successful implementation of the QMS in no-fee-paying schools. Based on this assumption, it is evident that there is a substantial disparity in the way fee-paying and no-fee-paying schools utilize the QMS as a tool for enhancing school performance.

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## ANNEXURE A: LETTER TO GDE REQUESTING PERMISSION TO CONDUCT RESEARCH



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

Chief Director  
Gauteng Department of Education  
17 Simmonds Street  
Marshalltown  
Johannesburg  
2107

Dear Sir/ Madam

### **REQUEST TO CONDUCT RESEARCH ON SELECTED SECONDARY SCHOOLS IN THE GAUTENG EAST DISTRICT**

The above matter refers. I'm a master's in education candidate enrolled at the University of Pretoria's Department of Education Management and Policy Studies. As one of the prerequisites to obtain this qualification, I intend to carry out a study with the following title: **“Principals and educators’ perceptions of the Quality Management System implementation in Gauteng East District.”**

The study aims to explore the perceptions of secondary school principals and educators on the implementation of QMS to improve school performance levels. The research seeks to understand the lived experiences of participants with the implementation of QMS at schools, and the impact this has on enhancing their school performance. The aim of this research is not at all to pinpoint weakness of the QMS, however, to provide a practical basis for the implementation of QMS to policymakers to determine its ability to fulfil its purpose, as well as to contribute to the body of knowledge on quality management and school improvement.

My research method will include conducting interviews with participants who will voluntarily take part in the study. Three participants, the principal, departmental head and educator, from each sampled school will participate in the study. In depth face-to-face semi-structured interview each lasting 50 minutes will be conducted with each participant. All interviews will be recorded. Additionally, I intend to make an analysis of the following documents from each school: School Development Plan, School Improvement Plan and the Academic Performance and Improvement Plan.

The purpose of this letter is to firstly request permission to approach participants from the sampled schools in order to interview them and secondly to request documents, as indicated above, that are of importance to this study.

All participants will be informed that participation in this study is voluntarily, and more importantly that their identities and that of their institutions will not be revealed at any stage of the data analysis process.

I have attached a copy of the interview schedule for your consideration

I look forward to your favourable written reply

Yours faithfully,

Letsatsi Neo

Master's in Education Student

Department of Education Management and Policy Studies

University of Pretoria

Pretoria

0002

Phone: 061 460 2315

Email: [neo.letsatsi75@gmail.com](mailto:neo.letsatsi75@gmail.com)

Supervisor: Dr A.Y Aina

Department of Education Management and Policy

University of Pretoria

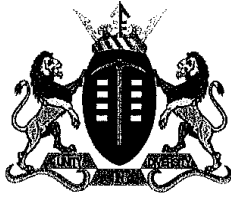
Pretoria

0002

Phone: 012 420 5552

Email: [ay.aina@up.ac.za](mailto:ay.aina@up.ac.za)

## ANNEXURE B: PERMISSION LETTER FROM GDE TO CONDUCT RESEARCH



### GAUTENG PROVINCE

Department: Education  
REPUBLIC OF SOUTH AFRICA

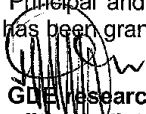
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#### GDE RESEARCH APPROVAL LETTER

<b>Date:</b>	05 May 2023
<b>Validity of Research Approval:</b>	08 February 2023– 30 September 2023 2023/158
<b>Name of Researcher:</b>	Letsatsi NC
<b>Address of Researcher:</b>	11224 Makama Street Kwa Thema
<b>Telephone Number:</b>	061 460 2315
<b>Email address:</b>	Neo.letsatsi75@gmail.com
<b>Research Topic:</b>	Principals and educators' perceptions of the Quality Management System Implementation in Gauteng East District
<b>Type of qualification</b>	Masters
<b>Number and type of schools:</b>	6 Secondary Schools
<b>District/s/HO</b>	Gauteng East

**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.


 05/05/2023

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**

7<sup>th</sup> Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

## ANNEXURE C: REQUEST LETTER TO PARTICIPANTS



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

Mr/ Mrs. \_\_\_\_\_

Dear Sir/ Madam,

### INVITATION TO PARTICIPATE IN A RESEARCH PROJECT

My name is Neo Letsatsi, a master's in education degree student at the University of Pretoria. The title of my proposed research study is: "*Principals and educators' perception of the implementation of the Quality Management System in Gauteng*". The purpose of this study is to explore the perceptions of secondary principals and educators in the Gauteng East District on the implementation of QMS to improve school performance levels. The research seeks to understand the lived experiences of participants with the implementation of QMS at schools, and the impact this has on enhancing their school performance.

I hereby invite you and your school to take part in this research project. As a departmental head, I believe you can share insight experience on the QMS implementation at your school, particularly its impact on school performance. Should you decide to take part in this study, I have provided you with the scope of your participation. Information will primarily be obtained in the following ways: individual semi-structured interviews and document analysis. Your participation will necessitate being interviewed for approximately fifty minutes. This interview will be audio-taped and your responses will be treated confidentially. A code or a pseudonym will be generated to guarantee your anonymity. I am aware of your demanding workload; in this regard, I will contact you prior to negotiating a time that is most suitable for your interview, should you so desire to be part of this study.

This study is primarily to obtain data for a master's qualification, however a direct benefit to all participants is to share experiences on QMS implementation. This study has minimal risk as it will be conducted at your comfort.

It is important to emphasise to you that your participation is voluntary. You may withdraw from the study at any time, without a penalty.

Yours faithfully,

Student/Researcher: Neo Letsatsi ([neo.letsatsi75@gmail.com](mailto:neo.letsatsi75@gmail.com))

Supervisor: Dr AY. Aina ([ay.aina@up.ac.za](mailto:ay.aina@up.ac.za))

## ANNEXURE D: INFORMED CONSENT



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

### RESEARCH TITLE:

**Principals and educators' perceptions of the implementation of the Quality Management System in Gauteng**

**RESEARCHER: MR N LETSATSI**

### CONSENT FORM

#### DECLARATION

I, ..... (full name of participant), currently serving as (principal /departmental head/ educator) hereby confirm that I agree to take part in this study. I understand the contents of this document and the nature of the research project as explained to me by the student researcher.

I am aware of the aims and objectives of the study, and that my participation is voluntary. Furthermore, I am aware that I am at liberty to withdraw from the project, should I so desire.

\_\_\_\_\_

Participant's name

\_\_\_\_\_

Signature

## ANNEXURE E: INTERVIEW PROTOCOL



### INTERVIEW SCHEDULE

**RESEARCH TITLE: Principals and educators' perceptions of the implementation of the Quality Management System in Gauteng**

#### SECTION A - BIOGRAPHICAL QUESTIONS

1. How old are you?
2. What is your highest qualification?
3. How long have you been in the teaching profession?
4. What is your current position at this school?
5. How long have you occupied this position?
6. Is your school fee-paying or no-fee-paying?

#### SECTION B – QUALITY MANAGEMENT SYSTEM QUESTIONS

1. What is your understanding of the Quality Management System in schools?
2. Do you think that it is necessary to have Quality Management Systems in schools? Provide an explanation in this regard.
3. What do you think are the purposes of the Quality Management System as implemented in schools?
4. Describe the implementation process of the Quality Management System in your school?
5. What is your impression of the Quality Management System as currently implemented?
6. Do you think that the Quality Management System has been implemented as expected at your school? Provide an explanation for your answer.
7. Have you experienced difficulties with the implementation of the Quality Management System? If yes, kindly explain the difficulties experienced.
8. Kindly explain the things that you feel might influence the implementation of the Quality Management System in your school.
9. Do you think that Quality Management System can benefit educators at your school? Kindly elaborate on this.
10. Kindly describe how you think the Quality Management System can improve the overall school performance.
11. Describe the relevant support needed to improve the actualisation of the purpose of the Quality Management System?
12. What is your understanding of the CPTD system introduced by SACE?

13. Is there any relations between the CPTD and QMS with regards to educator development?

## **CONCLUSION**

Is there anything that you may want to share with me further about the implementation of QMS in your school?

Thank you for your participation.