

**TEACHERS' PERCEPTIONS OF SCHOOL SELF-EVALUATION ON QUALITY
TEACHING AND LEARNING IN MANKWENG, LIMPOPO PROVINCE**

by

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Teachers' perceptions of school self-evaluation on quality teaching and learning in Mankweng, Limpopo Province.

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at University of South Africa (UNISA) for another qualification or at any other higher education institution.



2021/02/28

SIGNATURE

DATE

DEDICATION

This thesis is first and foremost dedicated to the Lord my God for equipping me with the complete personal tools necessary for the empirical journey, good health inclusive. You are worthy to be praised. Dedications are also geared towards my father, the late Mamodi Origen Sehlapelo. Furthermore, dedications are directed to the Mogotsi clan to whom I derive nephewship. Dedications are also in order to all the people who have succumbed to Covid-19 world-wide. Lastly, I dedicate the thesis to my dearest Mom, Mapo Sannie Sehlapelo, nee Mogotsi who passed to the world yonder when I was busy traversing the empirical study in the quest to harvest knowledge.

Of course, my brothers and sisters, I really do not think that I have already won it; the one thing I do, however, is to forget what is behind me and do my best to reach what is ahead- 3rd Philippians, 3(13).

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ABSTRACT

Before the dawn of democracy, the school evaluation in South Africa was racially segmented, often leading to low quality of teaching and learning. In order to curb this malady, the Department of Basic Education introduced the school self-evaluation (SSE) sometime after the demise of the apartheid system. The genesis of SSE can be traced to the passing of the National Policy on Whole School Evaluation in 2001. This study therefore sought to obtain teachers' perceptions towards SSE and its effect on quality teaching and learning. The study was embedded in three theories namely, the goal-setting theory, the constructivist theory and the social cognitive theory.

The study adopted a mixed-method design with an inclination of qualitative interpretive approach through a multiple case study design of a purposively selected sample of fifty-five participants in the Mankweng Cluster of the Capricorn District, in Limpopo Province. Semi-structured interviews, the open-ended questionnaires focus group discussions and observations (non-participant) were used to collect data. Thematic and the narrative analysis were used to iteratively analyse data. The study enhanced trustworthiness by using four aspects, namely credibility, transferability, dependability and confirmability. Ethical considerations such as the right to withdraw, anonymity, honesty and transparency were upheld through observing some imperatives.

The findings of the study revealed the importance of SSE in improving the quality of education provided there was accurate implementation. It was found that external evaluation/school inspection was necessary for sustaining the benefits of SSE. The results of the study disclosed that SSE professional development would help in boosting teacher efficacy. The SSE efficacy may then lead to improvement of quality teaching and learning. Enough time was needed for SSE training for both categories of teachers. SSE instructional leadership of the principals as teachers holding the highest position in schools was believed to be crucial as it could help in mentoring all teachers. That was found lacking due to principals' lack of SSE knowledge since principals, never received specialised training in SSE.

Key words: SSE, external evaluation, school inspection, integrated quality management system, professional development, instructional leadership, teacher efficacy, collaborative leadership, accountability, quality teaching and learning, learner performance, teacher appraisal

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ACRONYMS AND ABBREVIATIONS

AUC	American University in Cairo
BHAG	Big, hairy, and audacious goal
CAPS	Curriculum Assessment Policy Statements
CDE	Centre for Development & Enterprise
CNE	Christian National Education
COSAS	Congress of South African Students
DBE	Department of Basic Education
DET	Department of Education and Training
DoE	Department of Education
EEA	Educators' Employment Act
EEA	Employment of Educators' Act
ETQA	Education and Training Qualification Authority
EE	Referred to as external evaluation
FET	Further Education and Training
FGD	Focus Group Discussion
GSE	Graduate School of Education
HGIOS	How Good is our School
HoD	Head of department
ICT	Information and communication technology
IEB	Independent Examinations Board
IQMS	Integrated quality management system
LTSM	Learners Teacher Support Material
MEC	Member of Executive Council
NEPA	National Education Policy Act
NEEDU	National Education Evaluation Unit
NSNP	National School Nutrition Programme
NUSAS	National Union of South African Students
RSA	Republic of South Africa
SADTU	South African Democratic Teachers' Union
SAHR	South African Human Rights
SAHRC	South African Human Rights Commission

SANSCO	South African National Students Congress
SDT	School Development Team
SIP	School improvement plan
SMART	Specific, Measurable, Achievable, Realistic and Timely
SMT	School Management team
SSE	School self-evaluation
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical vocational education and training
UDF	United Democratic Front
UNISA	University of South Africa
UNESCO	United Nations Educational Scientific and Cultural Organisation
US	United States
WSE	Whole school evaluation
VFT	Virtual field trips

CHAPTER 1: ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Globally, the issue of the improvement of quality teaching and learning is a serious concern. Like the entire world, South Africa is also genuinely worried about the quality of education, hence the introduction of school self-evaluation (SSE) post-apartheid. The concept of SSE can be explained as an ongoing appraisal process that seeks to evaluate and possibly improve the schools' overall performance, essentially targeting learner performance. In South Africa, the Department of Basic Education (DBE)¹ has resorted to SSE to replace the other previous models before the dawn of democracy in 1994. Through the SSE process, the school is at the epicentre of pursuing its goals, objectives and targets. Faddar, Vanhoof and De Maeyer (2018) view that SSE plays a significant role in helping schools improve in terms of quality teaching and learning. With the school in charge of the evaluation, teachers are expected to be part of the process. South Africa replaced the traditional inspection model prevalent during the apartheid era with the SSE. The former traditional inspection model took the form of what is perceived in this study as a “witch-hunt” where the emphasis was placed on compliance, and other important factors were disregarded. Setlalentoa (2014) states that the old model had no directives and thus allowed the inspectors to run it the way they wanted. The consequence of this inspection model was perceived, among other things, as leading to poor quality of education for schools offering education to the blacks, nearly collapsing the then black education system.

Primarily, SSE strives for improvement in the core mandate of school, namely, the classroom practice of teaching and learning. Antonio (2016) states that teachers from different ranks are accomplishing the improvement of quality in the core mandate of the school, which is teaching and learning. These teachers have different qualifications, different levels of knowledge, and a plethora of experience implementing the SSE. The majority of these teachers had been teaching for some time before the SSE was implemented. The SSE now requires these teachers to evaluate themselves with no fear of measure fixation (Salvioni & Cassano, 2017). By measure fixation, the

¹ It should be noted that before 2009, the department was called the Department of Education; after 2009, it was renamed the Department of Basic Education. Relevant documents and policies from the pre-2009 system were carried over to the DBE.

implication is that teachers may decide to inflate marks during the SSE evaluation process to imply that the school is not experiencing challenges.

Acting as a complement to the SSE is another evaluation process referred to as external evaluation (EE). External evaluation is about examining schools by officials from outside the school, checking on various areas of the school's life and ensuring that they support the school where there is a need. Central to the aim of the external evaluators is to validate the SSE report and support the school where necessary to ensure that schools improve on the core mandate of teaching and learning. The external evaluators are deemed to be more knowledgeable than the teaching personnel at the school level. It, therefore, stands to reason that there is alignment between the SSE and the EE (Department of Education (DoE), 2001).

School self-evaluation professional development is a process whereby teachers undergo SSE training. The training aims to improve the SSE skills needed for helping teachers identify the challenges they have and then work on such challenges to improve on unleashing teaching and learning potential. The aim is to enhance the skills of such individuals so that they can achieve excellence (Bouchamma, Basque & Marcotte, 2014). The SSE and EE results should inform the DBE in areas that teachers need to develop. At the heart of any SSE professional development for teachers is improving the teaching methods for the betterment of learner performance.

The SSE is the prerogative of the Minister of Basic Education, who should ensure that the schools in the country are evaluated to ascertain the quality of teaching and learning (DBE, 2017). Exercising his powers, the then Minister of Education in South Africa, Professor Kadar Asmal, ushered in the National Education Evaluation Unit (NEEDU) in 2007. The unit was tasked to investigate and report the state of teaching and learning in South African schools (DoE, 2007). In one of its studies, NEEDU showed that the quality of teaching could be improved if, among others, there were;

- School improvement plans (SIPs);
- Effective instructional leadership;
- Proper monitoring of the work of teachers and learners; and
- Collaboration, increased contact time and professional development.

Instructional leadership is a critical issue as per the evaluation unit and is also at the forefront of ensuring that SSE becomes an effective process and is helpful for schools. In this study, SSE instructional leadership is the leadership role that the principal assumes to ensure that the school becomes a better place for learning (Phillips, 2009). Besides this, the principal's SSE instructional leadership roles should include resourcing teachers relevantly so that the SSE process runs without frustrations as it (SSE) empowers teachers to unpack quality teaching and learning (Phillips, 2009). The principal should inspire confidence among the teaching staff since he/she is in a position of power and influence. The author adds that the principal's influential role on the teachers should be supported by the relevant SSE contents, methods and dynamics that could help such teachers to improve their teaching methods.

Some of the findings of the NEEDU form part of the substance of this study. Further debates on SSE and quality teaching continue as the study addresses the main research topic, the four research questions and the two assumptions that have been formulated.

1.2 BACKGROUND AND CONTEXT OF THE STUDY

From a global perspective, there is considerable variation in how the SSE is being implemented. The United Kingdom and its jurisdictions – England, Wales, Northern Ireland – and the Netherlands apply SSE differently. For instance, in England, evaluation is conducted by the private sector, and the evaluation results are reported for public consumption. Chronically poor-performing schools face sanctions such as closing a school under-performed or dismissing teachers who have contributed to the underperformance (Jones & Tymms, 2014). In the Netherlands, school evaluation is done by the education department in that country. Wales and the Netherlands also have their practices and reasons for evaluation, such as targeting the improvement of learner performance. The United States of America (USA) uses test scores to evaluate schools. The SSE is fourfold and includes evaluating principals, checking aspects of safety of learners in the school, scrutinising learners' tests scores and the quality of teaching and learning (Ofsted, 2013). At the heart of all these evaluation systems is the improvement of quality in education. Some of these perspectives are discussed further in the literature review in Chapter 3 of this thesis.

Locally, the democratic Republic of South Africa inherited many social ills from the apartheid regime. One distinct feature was the inequality of the education system. The majority of the black

population suffered the most as they were offered a second-class education. An example is the infrastructural makeup of the schools where the white education system was considered superior by the apartheid regime compared to the education system offered to blacks. Comparatively speaking, the black child received very little financially while the white child was exorbitantly funded. As Fiske and Ladd, (2004: 4) put it:

During the apartheid era, which began when the National Party won control of parliament in 1948 and ended with a negotiated settlement more than half decades later, the provision of education was racially unequal by design. Resources were lavished on schools serving white students while schools serving blacks were systematically deprived of qualified teachers, physical resources and teaching aids such as textbooks and stationery.

Amoako-Gyampah (2013) concurs that during the apartheid years, school evaluation was of inferior quality. The inspectorate, also known as school supervision, oversaw monitoring which took the form of witch-hunting. The situation resulted in compromised support for black schools. This conservative inspectorate system deprived the black teachers of participation in their evaluation. This inspection model was among the factors that contributed to the inferior status of black education. The education system operated within the parameters of a 'top-down approach.' The inspectorate found it challenging to reach out to all schools. One of the factors that led to insufficient monitoring and support for black schools was insufficient numbers of departmental officials coupled with low resources (Chisholm, 2012). The end of apartheid paved the way for the restructuring and transformation of the South African education system. Trade unionism played a critical role in ensuring that changes were effected in the education system. Being the only progressive teacher formation, the South African Democratic Teachers' Union (SADTU) played a critical role in the education revolution thus, being at loggerheads with the then Department of Education and Training and the Ministry of Education and Culture. SADTU challenged the biased manner of monitoring and regarded inspection as a thorny issue because it was mainly rooted in surveillance of teachers' work (Amoako-Gyampah, 2013). Speaking about inspection, Van den Heever (n.d:2) states:

The present system of inspection has been designed to supervise, control and manage apartheid education; the present system of inspection has been used to victimise and harass teachers. The South African Democratic Teachers Union (SADTU) stipulates that teachers

have a moral duty and central role in determining education policies and structures, such as evaluation. SADTU, therefore, called for the suspension of all inspections and evaluations in the early 1990s. It further required the department to finalise a mutually acceptable position in respect of the same.

Instead of complementing the work of the teachers, inspection became punitive and vindictive. The inspectorate approach was replaced owing to political and internal pressure in South Africa, leading to the new dawn after all the struggle. One of the tasks of this new era was to resurrect and transform the quality of education. Additionally, the new laws and policies were promulgated to ensure that the total transformation of the educational system was affected. The democratic dispensation introduced in South Africa an era whereby all citizens became entitled to human rights as enshrined in the Bill of Rights of the Constitution of South Africa. The new dispensation resulted in establishing one education system for all the learners in the country, regardless of race. In the same breath, all the citizens of South Africa were entitled to an education where the state should reasonably make resources and services available (Republic of South Africa, 1996). To this end, the state became the watchdog of the education system. Those working in the education sector, the schools, were now expected to account for the relevant stakeholders, namely the parents, the School Governing Boards, and a single department.

The Constitution of the Republic of South Africa was supplemented by many other pieces of legislation and policies targeting the transformation of the education system, inclusive of the SSE. Aspiring for changes in the labour force development, South Africa formulated the Skills Development Act 97 of 1998 (Office of the President, 1998). The Skills Development Act was aimed at, amongst other things, the competitiveness of workers and improved productivity. That could be attainable provided that the workforce in the country was consistently reskilled through workshops and other relevant methods of in-service training. The view of this study is that thorough reskilling should be preceded by evaluation in any field, and schools are no exception in this regard. The Skills Development Act gave the various state departments in South Africa the power to draft policies and laws that propelled the reskilling of its employees.

The Employment of Educators Act 78 of 1998, as amended (ELRC, 1998), supports the skills development activities in the education domain. According to the Employment of Educators Act, all teachers may be required to attend programmes of professional development up to a maximum

of 80 hours per annum. All these programmes are expected to take place outside of the formal school day or during vacations. In this instance, the employer is expected to issue a term's notice (90 days). The long notice is meant to make teachers aware of the programmes to be dealt with in advance. In addition to these workshops initiated by the employer, principals of schools should arrange for school-based workshops. The content of these school-based workshops is to be informed by what is included in the Integrated Quality Management System (IQMS) and SSE data. Teachers themselves should also engage in lifelong learning to augment their skills by corresponding with tertiary institutions on the subjects they are teaching in schools (Dolan, 2012). For this thesis, the teacher refers to all personnel working in the school to teach learners, from the principal to the teacher, not occupying a promotional post.

To help in sustaining the reskilling of teachers, the DBE has introduced SSE in all public schools. As a new concept and phenomenon in South Africa, there is little information concerning how SSE should be conducted. There is, therefore, a dire need for more research on the quality of the SSE process executed in schools and its benefits regarding the improvement of learners' results. Poliantri, Quadrelli, Giampierito, Muzziolli and Perazziolo (2015) lament the gap in knowledge between the usefulness of SSE on the improvement of learner performance. Kokeyo and Olouch (2015) point out the issue of the knowledge gap in terms of a comprehensive investigation of actual practices of SSE. By implication, the authors state there is limited research evidence regarding the perceptions of teachers on SSE and the improvement of the quality of teaching and learning across the world.

The amount of research that has been done in South Africa points to a mixture of issues surrounding the SSE. Some scholars view SSE as a promising evaluation approach often marred by human imperfection when it comes to implementation (Devos and Verhoeven, 2003a). The upper structures do not bother to pursue follow-ups after the SSE process is also a cause of concern. The dictatorial powers of those in charge seem to be factors that stand in the way of immaculate implementation of SSE, which is, of course, believed to be a sound system (Van Petegem, 1998). Setlalentoa (2014) reports that the state of teacher interest in the SSE seems to be in an apathetic mode.

This study sought to investigate teachers' perceptions regarding SSE and its effect on quality teaching and learning. Engagement with SSE literature also prompted the researcher to conduct

this study. Additionally, the study sought to explore some of the visible knowledge gaps in SSE literature. This study further aims at exploring SSE and its effect on quality teaching and learning. Teachers' perceptions gave this study a space to create a fit between SSE and quality teaching and learning. Another study on teachers' perceptions of IQMS has relevance to the SSE, as discussed in this thesis (Sekgale, 2016). IQMS though a bit different from the SSE, also seeks to augment the quality of teaching and learning (DoE, 2001; DoE, 2003). Subsequent to this similarity, this thesis helped in addressing the existing gap on teachers' perceptions. Against this background, this study brought to light some teachers' perceptions on SSE and quality teaching and learning. SSE is the researcher's area of interest as it is grounded on what the school stand for, namely the unleashing of quality teaching and learning.

1.3 PROBLEM STATEMENT

SSE has become a fundamental aspect of school life, yet sometimes it is not a painstakingly implemented process. Through accurate SSE processes, schools could measure their progress in their articulated vision embraced by their mission, goals and objectives. In case of weaknesses detected during the SSE, there may be some future improvements, thus constructively enhancing the quality of teaching and learning. That is the view shared mainly by the Department of Education in South Africa (DoE, 2001). However, being a researcher and a secondary school teacher, it has been the concern for some time as to whether teachers perceive SSE as a tool, strategy or a model to improve their teaching and learning. Thus, this study sought to investigate teachers' perceptions of the effects of SSE on quality teaching and learning by examining the teachers' perceptions from best-performing schools and low-performing schools. This study was mindful that the perceptions of these teachers could be derived from the different ways that SSE is implemented in selected schools. The view of the study that ferreting out the perceptions of teachers on SSE and quality teaching and learning among low-performing and best-performing schools may help all the categories of schools as they will share their good practices and the challenges going forward. As these schools engage in an 'each one teaches one approach', they may stand a good chance of improving SSE implementation and ultimately quality teaching and learning. In a similar vein, the study of teachers' perceptions is a pivotal facet of quality teaching and learning. Perceptions are contributory to influencing attitudes which in the long run may have a bearing on the actions that a teacher takes as he or she implements SSE. If the teachers'

perceptions on the implementation of SSE were carefully studied and attended to by the DBE, they could help ensure improvement in teaching and learning.

This study sought to investigate that while teachers are at the core of SSE implementation, not all of them could implement this evaluation process due to a lack of understanding of the concept of SSE, practice, and acquisition of relevant skills. The perceptions of teachers from dysfunctional schools on SSE may help to shed light concerning the challenges they come across when conducting school self-evaluation, and these challenges, as would be unpacked by the study, might assist the DBE and schools with proper planning, implementation and relevant interventions in the SSE programme. The department will know what issues to include in the programme when conducting SSE professional development. The SSE skills that some teachers will show could also be helpful in the sense that such SSE skills may be incorporated in the workshops to strengthen the entire teaching fraternity to improve the quality of teaching and learning. This study sought to explore how teachers perceive the SSE as a mechanism to improve the quality of teaching and learning.

1.4 RESEARCH QUESTIONS

The main research questions for this study are:

How do teachers perceive the SSE and its effect on quality teaching and learning?

The sub-questions were formulated as:

- How do teachers perceive the link between SSE and quality teaching and learning?
- How do teachers perceive the complementary role of external evaluation on SSE and its role in improving quality teaching and learning?
- What professional development strategies do teachers perceive helpful for SSE to improve quality teaching and learning?
- What instructional leadership tenets do teachers perceive as helpful in implementing SSE to improve quality teaching and learning?

1.5 ASSUMPTIONS

The following two assumptions were formulated:

- SSE can be implemented looking at its nine areas, namely, quality teaching and learning and educator development, curriculum provisioning and resources, learner achievement, the basic functionality of the school, leadership and management and communication, governance and relationships, school safety, security and discipline, school infrastructure, and parents and community.
- Exploring the three theories that underpin this study, namely the goal-setting, the social cognitive theory, and the constructivist theories, teachers can implement the SSE to improve the quality of teaching and learning.

1.6 PURPOSE AND OBJECTIVES

This study aimed to investigate teachers' perceptions of the effects of SSE on quality teaching and learning. The objectives of the study were therefore formulated as follows:

- To investigate the perceptions of teachers concerning SSE and its link to quality teaching and learning.
- To explore teachers' perceptions of how external evaluation can complement the SSE on improving quality teaching and learning?
- To determine the teachers' perceptions on professional development strategies that can help SSE in relation to the improvement of quality teaching and learning.
- To investigate teachers' perceptions of instructional leadership tenets that can help implement SSE that can improve quality teaching and learning.

1.7 RATIONALE OF THE STUDY

Perceptions of teachers from good performing schools could help give to good shape to the process and may help improve quality teaching and learning since teachers oversee both teaching and learning and SSE. The perceptions may help in terms of future SSE planning with improving to be arranged and conducted by the DBE. The perceptions may also help disseminate the best practices within the terrain of their schools which will enhance quality. In turn, the teachers from poor-performing schools might learn and benefit from the experiences of their peers in best-performing schools. Through SSE peer learning, the quality of teaching and learning could be improved in the

future (Ladden, 2015). Additionally, teachers could acquire lessons from this study, and they develop expertise in the SSE matters helpful in improving quality teaching and learning.

This study considered that the teachers' perceptions and experiences as investigated could be helpful in other schools in the province and nationwide. In conducting the study, the researcher came across limited local and national literature on SSE in general, particularly in Limpopo Province. This study contributed to the body of literature and knowledge gap in SSE discourse and its effect on the quality of teaching and learning. The study also sought to contribute to the international literature by adding a salient feature of what teachers considered helpful in improving the quality of teaching and learning.

1.8 RESEARCH METHODOLOGY

This study investigated the perceptions of teachers towards SSE and its effect on quality teaching and learning. Seven secondary schools were selected from 33 secondary schools in the Capricorn District of Limpopo Province. Limpopo province has five districts and approximately six clusters per district. Out of a population of 461 secondary teachers in the Mankweng Cluster of the Capricorn District, a total of 55 participants amongst a teacher category consisting of principals, teachers and Heads of Departments (HoDs) involved in SSE in their schools were purposively selected for this study. The sample was made of seven principals, 28 HoDs, and 20 teachers. The Mankweng Cluster was chosen for this study because it was deemed relevant as it had schools performing lowly in SSE and best-performing schools in SSE. For this study, all categories are hereafter regarded as teachers implementing SSE.

The mixed-method case study design with a disposition of qualitative approach was used to investigate the perceptions of teachers on SSE and the improvement of quality teaching and learning. Four research instruments, namely the semi-structured interviews, focus groups, observations and open-ended questionnaires, were used to collect data. There was an interview guide for semi-structured interviews with principals. Another interview guide was designed and used for the focus groups with HoDs. The open-ended questionnaire was administered to teachers practising SSE in the seven schools and participating in the study. The study also used the non-participant observations with all teachers in the seven selected schools. These teachers were from two schools that performed poorly in SSE in the past five years and five that performed well during

the same period. The selection in this regard was based on the assumption that those doing well will share their good practices, and those not doing well will similarly share their challenges. All these perceptions may culminate in the formulation of recommendations that will help improve the SSE implementation and consequently have a bearing on the improvement of quality teaching and learning. The methodological details are discussed in Chapter 4 of the study.

1.9 CLARIFICATION OF PERTINENT CONCEPTS

1.9.1 Teacher

The concept educator or teacher refers to any person who transmits teaching or individual involved in professional educational services, inclusive of education psychological services. These activities are deemed to be happening at any public school, further education or any departmental office. This human resource is appointed in a post on any educator establishment under the Employment of Educators Act 76 of 1998 as amended (Education Labour Relations Council (ELRC), 1998). In the context of this study, a teacher is a person serving in a secondary school to transfer teaching and learning to the learners in a particular secondary school. In this study, the term teacher is used as an umbrella concept for teachers of different categories, ordinary teachers occupying non-promotional posts and those in promotional positions such as principals and HoDs.

1.9.2 School Self-Evaluation

School self-evaluation is a procedure that schools do unto themselves to examine the methods of teaching and the learning strategies, the performance, and other activities of the school to improve learners' test scores (Macbeath, 2004). According to Macbeth (2006), school self-evaluation is predominantly about giving the school a chance to reflect on the characteristics of external evaluation against that of SSE and to check the relevance of both the systems (SSE and external evaluation) for the school environment. In this study, SSE is defined as teachers' self-reflection about their weaknesses and strengths in teaching and learning and how to overcome shortcomings while strengthening the strengths to bring about quality teaching and learning. SSE is also defined in terms of its interdependence with external evaluation.

1.9.3 Quality Education

In its 2005 Global Monitoring Report, UNESCO identified the factors listed below as contributory to quality education:

- Learner achievement and outcomes
- Enabling inputs
- Context
- Teaching and learning and learner outcomes are educator qualifications, Learner: Educator Ratio (DBE, 2010).

Tagney (2016) perceives quality education as a by-product of teacher professional development, which enhances teachers' efficacy. For this study, quality education as defined in improving learner performance is brought about by a mixture of aspects such as quality of teachers, teacher SSE professional development, resources, external support and good leadership by the principal.

1.9.4 External Evaluation

The concept is defined as monitoring and supporting schools by outside agencies (Cassano et al., 2018). The concept is enunciated by (Perry 2013) as an exercise conducted by departmental officials targeting teaching and learning, quality of class works and home works, and all school documents, concluding with deliberations with the school management team (SMT) concerning school performance data. Therefore, this study defines *external evaluation* as any visit undertaken by any departmental official augmenting the SSE to check any area of evaluation with the view of helping the school improve learners' performance.

1.9.5 Instructional Leadership

Instructional leadership as a concept is anchored on the principal's roles to actualise the improvement of learners' performance (Daresh, 2007). In addition, Eueme and Egwunyenga (2008) define instructional leadership as an admixture of curriculum management, teacher development and supervision earmarking school improvement in terms of quality teaching and learning. For this study, instructional leadership is about all the activities unbundled by the principal, such as SSE implementation and supervision, teacher SSE development, engagement

with departmental officials, and provision of relevant resources to bring about the improvement of quality teaching and learning.

1.9.6 Professional Development

Professional development implies structured professional learning with the potential to lead to modifications in how teachers unpack teaching and learning. These amended or bettered teaching ways lead to improvement in learners' performance (Darling-Hammond, Heyler & Gardner, 2017). According to Mizell (2011), professional development is a process that in its formal manner incorporates teachers attending conferences, workshops, seminars and collaborative learning while in an informal manner, PD is about teachers holding discussions, independent reading, teacher observing a colleague at work or any form of learning from a colleague, seeking to improve teaching and learning and eventually bettering learners' performance in test scores. The view of this study is that PD encompasses any aspect that seeks to improve the teaching methods to improve the quality of education. Such aspects may include SSE training, content workshops, IQMS workshops, visits by departmental officials such as curriculum advisors, though not limited to the aspects mentioned above.

1.10 SCOPE OF THE STUDY

From the historical perspective, South Africa has been demarcated into nine provinces since 1994. Limpopo, Mpumalanga, Gauteng, North West, Free State, Northern Cape, Eastern Cape, Western Cape and the Kwazulu-Natal. All the provinces report to the national Minister of Education about educational matters.

The provinces are each demarcated into districts. In each district, an official called the district director is at the helm of the education system. Districts are the local hubs that connect the provincial head office with the schools under their supervision. The study focused on Limpopo Province, with five districts, namely Capricorn, Greater Sekhukhune, Mopani, Vhembe and the Waterberg district. The districts are made up of circuits. The Capricorn District, where the study took place, is made up of 32 circuits. From these 32 circuits, there are six clusters of circuits formed in the Capricorn District for effective management. A circuit in education is an area consisting of a certain number of primary schools and secondary schools. Principals report to the circuit manager as a matter of the bureaucratic makeup of the DBE. A cluster comprises a group of circuits, and

each circuit has its circuit manager. The seven secondary schools participating in this study were selected from the five circuits that constitute the Mankweng Cluster of the Capricorn District. The selection was made because five of these circuits performed well in SSE in the past five years, and two performed poorly during the same period. Names of the seven circuits and schools were not mentioned. That is to protect the identities of the schools and those of the participants.

1.11 SCIENTIFIC DELINEATION OF THE STUDY

This section manifests the disposition of the study within the education management field. The issues discussed in this study are related to education management, such as SSE and how the evaluation evolved from the apartheid era. External evaluation, teachers' professional development, and instructional leadership roles also fall within the education management field. The study also discussed education law and policy guiding SSE to propel quality teaching and learning. Acts such as the South Africa Schools Act, the Employment of Educators Act and the National Education Policy Act were discussed. The National Policy on Whole School Evaluation was discussed as a policy grounding SSE to improve quality teaching and learning (DoE, 2001).

1.12 CHAPTER DIVISION

This study is divided into six chapters, namely;

- Chapter 1 deals with the orientation of the study. The chapter presents the context and background to the problem, the problem statement, research questions, aims, objectives, and assumptions. The significance of the study and methodological issues are also introduced.
- Chapter 2 discusses the legislations and operational policies that guide the establishment and implementation of the SSE.
- Chapter 3 includes the three theories underpinning the issues in the study. The goal-setting theory, the social cognitive theory and the constructivist theory are discussed. The chapter further discusses how the three theories relate to the research topic, the study's research questions, and the assumptions made in the study.
- Chapter 4 provides a literature review on SSE, external evaluation, professional development and instructional leadership in various contexts in general, and particularly in South Africa. Different leadership styles are also discussed as part of instructional leadership as a contributing factor in SSE.

- Chapter 5 elaborates on methodological issues. The study's research methodology, design and approach and methods for collecting and analysing data are discussed. The chapter further discusses the ethical protocol observed during the data collection process.
- Chapter 6 presents the findings, interpretation and discussion of data from semi-structured interviews, open-ended questionnaires, focus group discussions and observations.
- Chapter 7 summarises findings, conclusions, and recommendations from the study's main findings on perceptions of teachers on SSE and the improvement of quality teaching and learning.

1.13 CHAPTER SUMMARY

This chapter introduced the study by discussing the background, context and rationale of the study. The problem statement was also discussed. The chapter also discussed the purposes, objectives and research questions. The two assumptions of the study, the significance and the scope of the study, were outlined. The methodological issues and the chapter division were also discussed. The next chapter discusses the theoretical framework upon which the study is grounded.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter presents a theoretical framework upon which the study was based. The three theories discussed in this chapter aim to provide a basis for understanding the perceptions of teachers from the seven secondary schools about SSE and the improvement of quality teaching and learning. The theoretical framework was used to build a conceptual framework (Osanloo & Grant, 2014). Using the theoretical framework helped the study elucidate the phenomenon under study, which is SSE and improvement of quality teaching and learning (Eisenhart, 1991). It implies that there should be a link between the theoretical framework and the literature. In this study, theoretical framework and literature were used as a platform for validating the perceptions of the selected teachers on SSE and the improvement of quality teaching and learning.

Three theories underpin the study, namely:

- (i) Goal-setting theory
- (ii) Constructivist theory and
- (iii) Social cognitive theory

The rationale for using three theories in this study is to make it a point that they complement each other in helping to answer the main research question and the four sub-questions formulated in the study. As Gibson (2016) highlights, no one theory is better or worse than other theories. This assertion shows that there is nothing wrong with using more than one theory in conducting a study (Athanasou, 1998). It shows the importance of being familiar with many theories. Each of the three theories is discussed and reviewed in this chapter in how they could be used in implementing SSE to improve quality teaching and learning. The chapter further integrates the three theories and shows how collectively the three theories helped answer the main research question of this study, namely; How do teachers perceive the SSE to its role in improving quality teaching and learning? The goal-setting theory is used to show that for SSE to be effective, it has to have clear objectives. The constructive theory will demonstrate that no one teaching method is better than the other methods and show that SSE should not be a rigid adherence to the departmental template. The third theory, the social cognitive theory, will be utilised to emphasise the importance of efficacy both in SSE implementation and in the transmission of teaching and learning.

2.2 THE GOAL-SETTING THEORY

The emergence of the goal-setting theory is attributed to Kurt Lewin, who played a role in determining the levels of aspiration of people in a specific situation and later attached meaning to the levels (Janicek, 2016). In 1930, Lewin's student, Ferdinand Hoppe, used marbles to test the abilities of individuals to increase their performance and then used the results of the first score to predict the following score (Malone, 2019). This exercise resulted in determining goal discrepancy, otherwise known as the level of aspiration (Haller, 1968). The bottom line was that individuals became motivated to surpass their previous performance in an activity. Furthermore, environmental factors play a role in helping individuals to attain a certain performance level. The goal-setting theory can be traced back to the work of Thomas Arthur Ryan (1970). The theory is two-pronged and takes both an academic view and a business view. Due to the educational nature of this study, more emphasis was put on the academic view. Ryan (1970) highlights that the academic component should focus on the mental process of setting goals, a view shared by another scholar, Oswald Kulpe. In terms of mental health, setting goals is believed to help give individuals inspiration and motivation to attain the things that they aspire for and in that manner, goals setting is pivotal in ensuring that the mind is stress-free (Locke & Latham, 1991).

Latham and Locke (2002) expanded on the theory to emerge with the goal-setting theory as it is known to date. Relating to organisational behaviour, they used experimental research conducted over half a decade in more than 1 000 studies and over 40 000 participants. In the view of McClelland, Atkinson, Clark and Lowell (1953), Locke and Latham borrowed from McClelland's work on the goal-setting theory. Goal-setting is regarded as a method of bringing about improvements in an activity, suggesting that people need to set goals to motivate them to perform satisfactorily (Dubrin, 2012). This view is upheld by Lunenburg (2011), who propounds that people will set strategies to actualise once a goal is in place. Latham (2003) adds that goals influence the conduct of both employees and employers.

With the academic view, for the goal-setting theory to be practical, schools need properly trained teachers concerning school management principles, including setting goals for SSE. Once teachers are trained, they will be in a sounding position to know how to craft specific and intricate goals that will encourage full implementation of SSE relevant to improve quality teaching and learning. Latham and Locke (2002) demonstrate this by training truck drivers on setting realistic goals. After

training was completed, truck drivers managed to increase their performance from 60% to 90% and reduced the costs to the company of doing business. As noted by Fried and Haynes Slowik (2004), goal-setting theory played an important role in pushing the company's profit to greater heights.

Teachers who set reasonable goals can self-regulate and achieve the desired performance when implementing SSE in the teaching domain. However, Latham and Locke (1991) warn that not everybody can self-regulate. Principals of schools should be aware of this challenge and identify teachers who are not able to self-regulate. Principals should use their innovative leadership styles to involve such teachers to achieve the organisational goal in this context, the implementation of SSE to improve the quality of teaching-learning. Just like the truck drivers, whose productivity increased after thorough training, teachers may also improve the quality of teaching and learning after rigorous training on the SSE goal-setting processes. Latham and Locke (1991) further observe that that conscious human behaviour is intentional because the teachers' goals propel it.

In a school situation, goals from the SSE can contribute positively to improving the learners' performance. When the quality of education improves, the performance of learners improves. Goals from the SSE are those areas that teachers agreed to improve after having evaluated themselves. To cite an example, the results of the SSE could detect the non-availability of the period register and lesson plans to mention a few. The school will set the introduction of the period register and the lesson plans, which may help enhance teaching and learning at a school.

2.2.1 Goal Formulation and Setting

In constructing anything – from a budget to a lesson plan – there must be some guidelines. A similar principle applies in the formulation of a goal. Goal-setting literature propounds that for every goal to be actionable, it must be specific, measurable, achievable, realistic and time-bound (SMART) (Latham & Baldes, 2002). Latham and Locke (2002) later concluded that goal-setting theory was relevant in management and leadership; hence, the researcher chose the goal-setting theory as one underpinning the study.

Apart from SMART goals, Collins and Porras (2004) identify another model or approach to goal formulation and labelled it as a big, hairy, and audacious goal (BHAG). Taylor (2008) highlights that managers need to follow six steps in order to achieve a BHAG. The first step is to determine

the ambitious target. The second one is to identify the obstacles that prevent the company from achieving the goal. The third is to determine what should be done to eliminate the obstacles. In the fourth and fifth brackets, the intermediate objectives are determined, and the specific actions to be followed are stipulated until the target is reached. Finally, there must be metrics in place to ensure that the intermediate objectives have been achieved.

The BHAG steps can be used by teaching staff members at a school where the teachers as a collective will set the SSE goals for improving teaching and learning. The teaching staff should strive for the SSE goals that will respond to an 85% pass rate target through the ambitious goal. Schools should also do an analysis that will help them to address the subsequent steps.

Schools are deemed to be dealing with obstacles when interrogating their weaknesses and threats. An example of weakness might be cited as lack of efficacious teachers in a subject, while a threat might be a neighbouring school doing well in that particular subject. Therefore, the school should be able to find SSE measures that could deal with both the weakness and the threats for the improvement of quality. Such SSE measures should help in capacity-building for teachers and emulating the best practices from such a neighbouring school. The measures could also be considered strategies to deal with the weakness and the threats that may derail the school from doing well in the implementation of the SSE. The assumption this study is making is that once implemented. The SSE measures, in turn, help the school to improve the quality of teaching and learning.

Lunenburg (2011) categorises goals into learning and performance goals or mastery-orientated and performance goals (Day & Tosey, 2012). As the names suggest, learning goals are about the desire to gain knowledge. An example could be that one studies science to acquire knowledge that will be used in the real world. A performance goal is about obtaining high test scores and comparing that with what other learners have obtained. It seems to be focused on competition. Learners want to outperform their peers when it comes to results, and the same thing applies to teachers when the results are released at the end or beginning of the year. The implementation of the SSE should nurture the attainment of these two types of goals towards improving quality teaching and learning.

Goal-setting further implies that the two types of goals are equally important. Anderman and Wolters (2006) add that learning goals and performance goals are closely related. Setting goals

needs to accommodate both. Johns and Saks (2005) add that catering to these two goals will meet the interest of different categories of people. People also need skills in order to achieve a specific performance. For a learner to get high marks in a particular subject, they need some learning. The same thing goes for the teacher: to get a good overall percentage pass in the subject, they need to be content-rich. They are content-rich, which means that teachers have achieved the learning goal, which will help them perform well. Content-rich teachers are those who are lifelong learners and prepare thoroughly before going to class.

2.2.2 Locke's Five Factors in Goal-setting

According to Locke and Latham (2002), the first factor in goal-setting is that the goal has to be *specific*. This goal is clear and explains what has been agreed upon by both the employer and the employee. Success is easily achieved when the teaching staff collectively set an SSE goal that seeks to help them obtain an 85% matric pass rate and document it. Clear goals motivate teachers to work hard, and they boost their efficacy (Schunk, 1990). Similarly, specific goals push teachers to increase their performance when they implement SSE and when they teach. In a school situation, teachers will increase their teaching and invent strategies because they will know what has to be achieved.

O'Neil and Drillings (1994) posit that teachers must accept a goal to work towards it. It is generally believed that people become receptive to anything they were part of from the beginning; hence, the adage says 'nothing for us without us'. Teachers can accept a goal if they have been consulted in its formulation. By committing publicly to the goal, teachers should be able to indicate to the stakeholders the target they wish to attain in terms of percentage, and they will not jeopardise the processes that may help them achieve the goal. The goal should be in line with the vision statement of the school. The vision statement itself should be a process of proper consultation with the entire teaching staff. The consultation allows the principal to get buy-in from the teachers. The process of goal-setting can then be filtered down to the student level. Learners could craft their own goals and give them to teachers. It should then be the responsibility of the teachers to attract learners to work towards achieving the goals that have been set. Teachers should remind learners of these goals now and then so that learners stay focused.

Secondly, a good goal must be *measurable*. That would mean that there must be pre-determined and applicable measurements to check whether people are advancing towards the specific goal they have set. In line with this view, Janicek (2016) states that goal measurement provides employees with feedback. At the school level, teachers and their principals can periodically check whether they are advancing towards the 85% target or not. Principals should ensure that they monitor the progress that they are making against the agreed goal. They can do this by reflecting on the quarterly results. If, for instance, teachers have obtained a pass rate of 72% for their subject in Term 2, principals can inform them to increase from 72% to 85%, which speaks to the goal being specific and measurable. Upon analysing the results, strategies will be crafted, and the teachers will be pushed to work towards 85%. When teachers are reflecting on the previous term results, they are engaged in feedback. By and large, feedback is one of the crucial tenets of goal-setting. According to Kreitner and Kinicki (2013), apart from being critical, feedback plays a role in motivating teachers to work harder to surpass their previous performance.

A goal must be *achievable* to those in an organisation or the school in the context of this study. Goals should not be too easy or too difficult. An example could be a school setting a 50% pass rate in each subject or a 100% pass rate. Bandura (1977) affirms that easy goals lead to complacency and challenging goals lead to resistance. Difficult goals are detested since people do not like to be associated with failure. An impossible goal will make teachers think that they are failures in the subjects that they teach. They will therefore lower their teaching standards, and the quality of teaching will consequently decline.

The fourth characteristic is that the goal must be *realistic*. It supports the achievability of the goal in the sense that even though goals are not supposed to be too difficult, they should, however, be challenging. Those involved in setting goals must ensure that the goals they set serve their purpose so that they do not make workers lose their motivation. In this case, the principals of schools should ensure that their subordinates meet the set goals honestly. Principals of schools may put incentives in place to propel the process of meeting the goals that have been set. Principals may introduce achievement awards for teachers who implement SSE appropriately. These teachers will be those who, after conducting SSE, use the results to formulate an Educator Improvement Plan, which will help them to improve the quality of their teaching and learning. The teachers should be awarded in the presence of the relevant stakeholders, namely teachers, parents, the circuit manager and his

or her circuit officials, if practically possible. For Danish and Usman (2010), recognition and reward boost the morale of teachers and, in turn, increase production, which leads to the enhancement of quality teaching and learning.

On the contrary, Jensen (2013) warns of the dangers of linking goal achievement with rewards because teachers may end up faking their SSE results to be awarded. Latham and Locke (2006) further indicated that goal-setting could lead to conflicts among teachers and financial greed. Principals should ensure that they put achievement awards in place while dealing with greedy teachers in terms of law and policy (Heslin, Carson & Vandewalle, 2009). Teachers who disobey should be brought to book and be dismissed if necessary. These dangers of goal-setting can affect SSE and the quality of teaching and learning negatively. Teachers may fake the SSE just to impress the principal and the circuit officials. The fake report will give the impression that the school is doing well, and thus no support will be provided. Teachers may conflict with those who want to do a proper SSE as they may not want their weaknesses to be exposed.

Lastly, the goal should be *time-based*. The time frame must be robust and yet realistic. After setting a goal, the team should agree on the timeframe for achieving such a goal. In the teaching situation, the SSE goal should be achieved at the end of each academic year when the results are released. As this is a long-term goal, there should be short term or interim goals that help ensure that progress is being made towards the achievement of the final goal. Quarterly progress reports should be made available and interrogated to determine if there is progress in adhering to the stipulations in the SIP and that the actions help improve learners' test scores. Weekly work output can help in monitoring the long-term goal. The weekly work output should be based on the subject policies agreed upon in a subject committee meeting; for example, learners improve performance when they are made to write more often, so a plan needs to be made to ensure that this happens (Meuret & Bonnard, 2010). That can then be checked against the plan and remedied if it is not being achieved.

Once the five factors of goal-setting (specific, measurable, achievable, realistic and time-based) are complied with, the goal will be owned by all. The school will then enjoy the benefit of the achievement. A proper goal-setting process is beneficial to the organisation because it puts team goals in order, speaks to teachers' development needs, and keeps them engaged (Oracle Taleo Cloud Service, 2012). The development of the needs of teachers will enable them to conduct an

accurate SSE which will improve their teaching skills. As a likelihood, the quality of teaching will also improve.

2.3 THE CONSTRUCTIVIST THEORY

The second theory used in this thesis is the constructivist theory. According to Warrick (2001), the constructivism movement was started by Giambattista Vico, but Jean Piaget developed the constructivist theory in the 1920s. Piaget postulated that knowledge is the end product of the reciprocity between assimilation and accommodation. By assimilation, he meant that there should be an integration of experience while, by accommodation, he implied the change of the cognitive mechanism based on the new experience to enable assimilation (Bormanaki & Khoshhal, 2017). Piaget based his theory on Vicoism (the philosophy based upon the conclusions of Giovanni Battista Vico), debating that children learn based on the concepts they create in their minds and not on what they learn from others and the environment. However, a cognitivist constructivist himself, Vygotsky (1978), rejects the assumption that there was no relationship between learning and its social context. Vygotsky posits that language and culture are fundamental in the construction of knowledge. In this way, he expanded on cognitivism constructivism and formulated the social constructivist theory. The constructivist theory has relevance to this study because of its epistemological and ontological view that reality is unknowable and needs to be constructed.

2.3.1 Constructivism as a Theory in Teaching and Learning

Scholars attach various definitions to the concept of constructivism. For Bhattacharjee (2015), constructivism supports the knowledge that individuals construct through their own experiences. People use their experience to build their knowledge. Fleury (1998) adds to the definition by stating that constructivism deals with people's different ideas to build knowledge. In the constructivism theory, individuals' reality is constructed when individuals interpret their perceptions, prior knowledge and beliefs. In this study, constructivism is defined as a process whereby teachers bring about quality teaching and learning by using the results of SSE to equip themselves with skills that will help learners construct their understanding, reality and knowledge. Learners will do this by reflecting on their experiences and through interaction with both teachers and peers.

In implementing the SSE, teachers are urged to bring about their innovation to augment what is stipulated in the departmental evaluation report template. In a similar vein, teachers should not only rely on the textbooks prescribed by the DoE if they want to bring about quality teaching and learning. They should constructively augment what is stipulated in the work schedule to bring about quality in their teaching. They should also seek various materials and use other people's ideas. In doing this, teachers will be dealing with challenges specific to their schools. The teachers' innovative measures should allow learners to bring their personal experience, knowledge and skills to the classrooms. That will help them to improve their quality of teaching and learning.

2.3.2 Constructivist Strategies

The constructivist theory takes three paradigms: exogenous, endogenous, and dialectical constructivism (Moshman, 1982). The *exogenous constructivist paradigm* emphasises that knowledge is acquired from the external environment. From the exogenous constructivist approach, things outside the classroom help the implementation of SSE to help in teaching and learning achieve its purpose, which is an improvement of learners' test scores otherwise improving the quality of teaching and learning. Teachers use this approach to help learners to familiarise themselves with their environment. Real-world experiences are made to be part of the learning process. When this happens, the teaching prepares learners to be relevant in the outside world and play an essential role in their country's economy. In the context of SSE, in their evaluation, teachers should include aspects outside the classroom like school access to sporting facilities and involvement of parents and community. As part of its mission, the DBE intends to mobilise communities to intensify schools' teaching and learning culture through direct involvement in school sporting activities. The improvement of the culture of teaching and learning has a direct bearing on enhancing quality teaching and learning (DoE, Limpopo, 2009).

From an endogenous constructivist point of view, a learner is premised to have past experiences as it is not a tabula rasa. Such experiences should be at play during knowledge construction (Shah, 2019). The *endogenous paradigm* stresses that learners should play a critical role in the discovery of knowledge (Dalgarno, 2001). Widmaier, Blyth and Seabrooke (2007) opine that learners are not empty vessels that need to be fed with knowledge. In engaging in teaching, the teachers should seek, embrace and value the point of view of each learner. Giesen (2004) maintains that teachers should allow learners to discuss issues in groups to indicate that they are being valued. To improve

the quality of teaching and learning, the teacher needs to include the endogenous paradigm by allowing learners to take ownership and have a voice in the learning process. This approach should also apply to the SSE training of teachers by the departmental officials, which should not be imposed on teachers without asking for their input.

The dialectical constructivist paradigm focuses on learners, teachers and peers cross-pollinating knowledge (Amineh & Asl, 2015). Teachers in a dialectical constructivist classroom understand that no individual is the sole custodian of knowledge. The teacher becomes part of the learning as he or she is also learning. According to Brooks and Brooks (1999a), teachers help protect the quality of teaching by coaching, suggesting and moderating during the learning process. Dialectical constructivism in SSE implies that no single teacher in the school should be regarded as the master of the SSE system. For school evaluation to be relevant and assistive in improving the quality of teaching and learning, all teachers should be allowed to participate in the process. If some teachers are excluded, neither their weaknesses nor strengths will be known to the school.

2.3.3 Constructivist Approaches to School Self-Evaluation relevant to Teaching and Learning

SSE implementation aims to encourage the use of multiple approaches to learning constructively to build new knowledge. According to Davidoff et al. (2014), teaching should be designed to not only cater to content but also to enable learners to grapple with the unpredictable contemporary world. The implication is that how and what learners are taught remains critical, and that is where teaching the constructive way comes in. Teaching that says one knows something can still learn from others and can still learn from own environment. Brooks and Brooks (1999b) hold that in a constructivist learning environment, teachers should appreciate learners and regard their inputs as applicable, initiate tasks that will trigger learners' surmises, prepare lessons around primary concepts and enormous ideas and allow learners to perceive lessons from their understanding. Learners in this type of approach to learning should be given a democratic space to think outside the box. This type of teaching may become possible if SSE has been implemented in a manner that was empowering to teachers in helping them to overcome their weaknesses.

Research reveals many strategies that can be of importance in a constructivist classroom. In the same vein, Killen (2007) avers that teaching should strive to produce dynamic learners who are

innovative, expository and not dogmatic. Production of learners should be in such a manner that they receive knowledge that will enable them to create things. As stated by Muller (2011), knowledge is a cognitive structure endorsing knowing by generating new things. For this to be realised, teachers need to variate their teaching methods. The conservative teaching strategies must not be seen dominating in the teaching scenario. There must be an amicable coexistence of all teaching and learning methods with the view of unleashing quality teaching and learning. Borrowing the words of Pagander and Read (2014: 4):

It cannot be denied that being a teacher today requires a vast and expensive toolbox of discipline, from pseudo-parents fostering societal values to psychologists who understand the individual needs of the student. To reach all our students, we need to modify our teaching methods to match their learning abilities. Teaching methods change, are disputed, and new methods are suggested as the pendulum swings between operant conditioning and constructivist theories of education.

Friesen and Scott (2013) suggest that teachers should augment shortages of the education models if they are eager to deal with the challenges of the fourth industrial revolution. Where practically possible, the coexistence of these methods must prevail so that they evolve, culminating in new methods during the cross-pollination phase of all the teaching methods. Adom, Yeboa and Ankrah (2016) note that specific learning strategies should bring about learner-centred learning. By doing this, teachers will be actualising the departmental vision of being a catalyst of developing its people and providing innovative and inspiring quality lifelong education (DoE Limpopo, 2011). Innovative people are constructivists by approach.

Constructivist theory teaching enables teachers to give learners appropriate skills. Those skills will help learners to create an association of comprehension, application of knowledge to the physical world and the art of making sense of the unknown things based on the known (Linder & Marshall, 2003). An example could be cited of a history lesson on the 1976 Soweto uprising. After teaching the topic, the teacher can ask learners whether it was a success or not. Learners will be requested to advance the democratic gains of the 1976 revolution and the opportunistic tendencies of some politicians after the dawn of democracy. According to Killen (2007), teachers need to inculcate in learners the efficacy of remodelling, judging and broadening these characteristics in constructivism theory. The provision of efficacy to learners improves the quality of teaching and

learning. Constructive lessons should be able to produce dynamic learners that can survive in any life situation. Learners can organise a topic to execute different thought-provoking activities that teachers plan and deliver for them in their teaching endeavours.

This approach upholds the social construction of knowledge. When learners mingle socially, they become positioned to compare and selflessly share ideas with their peers in their social settings. As they share, they create a forum whereby they learn from each other (Bhattacharjee, 2015). Donald, Lazarus and Lolwana (2002) affirm that various social settings are responsible for constructing knowledge. Implications are that there is no one form of truth. That then calls for people to learn, relearn and unlearn and that is where constructivism comes into the picture. It should be mentioned that the social interaction process does not only involve learners. Kovalainen (2013) submits that teachers and learners come together, and the two become highly industrious in the teaching and learning process. There are sophisticated teaching methods that can help precipitate the social construction of learning in the teaching environment. Techniques such as group work, fieldwork, inquiry-based learning, reciprocal learning and dialogic teaching show a variety at the teacher's disposal on how constructivism theory and practical learning can be applied for learners. The following section summarises three methods: dialogic (social interaction) and cooperative learning, group work, and field trips.

(i) Dialogic (Social interaction) and cooperative learning

Central to constructivism and its social interaction stage is the tenet of social negotiation, also known as dialogue teaching (Alexander, 2006). Learners and the teacher get involved in an exploration of ideas whereby sharing is also in place. Robust debates are discharged and then followed by counter debates that target evidence testing. The learning process presents a storeroom of resources to help in meaning-negotiation. The resources are, among other routines, tools, symbols, words and ways of doing things, genres, actions and concepts (Wenger, 1998). For this study, all these constitute the school culture. Dialogic teaching thrives in a situation where learners are free from any form of intimidation. Learners should be free to ask questions without being afraid that fellow learners will embarrass them. It is the responsibility of the teacher to ensure that the teaching environment becomes free from such embarrassments. At the heart of dialogic learning is the involvement of the teacher and the learner in the meaning-making process (Lyle, 2008). According to Pea (2006), e-learning could be used to enhance social interaction. WhatsApp,

videos, overhead projectors and many more can be introduced to help. Teachers in consultation with their learners should promulgate policies to regulate the use of the devices.

As a constructivist principle, social interaction can also be augmented through cooperation (Hartmann, Angersbach & Rumel, 2015). Indeed, when people cooperate, they come together and work as a collective to increase production. Same as in teaching and learning environment, where learners and teachers can come together and work under the teacher's guidance to bring about improvement of quality in teaching and learning through knowledge constructivism. When learners and teachers converge, they bring different ideas and resources into the learning space, which significantly helps the teaching and learning process. Slavin (1996) posits that group rewards help in changing the behaviour of learners. Therefore, learners engaged in cooperative learning should constantly be given feedback as to how they progress in terms of the collective goal that has been set. Feedback is critical in the discussion of the goal-setting theory. The SSE should contribute to bringing about the constructivist teaching method discussed above.

(ii) Group work

Group work as a constructivist cooperative learning strategy is considered to be very important. As noted by Hodges (2017), many cooperative learning strategies depend on group work to enhance the quality of teaching. Group work expedites learners' comprehension ability (Burke, 2011). It might be because it is easy for learners to interact among themselves as they are not afraid. Slavin (2006) highlights many advantages of group work: improving the learning process, boosting social skills, deepening altruism, and fostering autonomous learning. In group work, language plays an important role. The view submitted is that group work also enhances the accumulation of vocabulary of the medium of instruction which is English.

The disadvantage of group work is learners' reluctance to participate (Hodges, 2017). The other disadvantage is that group work is time-consuming and might not suit other topics (Burke, 2011). Some learners may be afraid to speak out their own opinions to avoid conflicts. Few learners may also dominate a group. Teachers should move around to check whether an exchange of ideas is indeed taking place in the groups. If there is no exchange of ideas, then the quality of education will be compromised rather than be improved.

(iii) Field trip

As constructivist learning strategies vary, a field trip is categorised as one of those strategies. Kenna (2014) documents that field trips are those organised by teachers for learners, thus departing from the school environment to a place of educational and academic interest to expose learners to first-hand knowledge and experience. As the adage says, 'the road is a good teacher'. As affirmed by Igwebuiké and Atomatofa (2016), the things that learners see during field trips are more memorable than the things said to learners. Kenna (2015), however, points out that field trips are nowadays far-fetched due to the overall high cost of learning. This study puts it in its theoretical underpinning that field trips are essential even during this time of economic uncertainties. Field trips serve well as learning from experience, a tenet that constructivism holds with high esteem.

Kenna (2015) highlights that field trips can be categorised into three academic, non-academic and extra-curricular, all of which can result in cognitive, affective and social learning benefits. Field trips can be arranged for minutes or days, depending on the nature of the topic under study. Field trips cater for social constructivism. When learners travel, they come across real-world experience, thus tapping into their ability to interpret the world as they see it on their own. At the heart of the tour is the natural strategy of discussions about what they see.

Teachers in different subjects can organise field trips. They serve as an augmentation of what has already been taught to deepen the understanding of that topic. As Stoddard (2009) indicated, field trips should be made to be commensurate with the curriculum. In other words, what is taught in the classroom and what is observed during field trips should match? Kenna and Potter (2018) submit that teachers can use transformational trips like visiting museums, parks, monuments, civic centres, and other educational sites. A history teacher can take learners to sites like Hector Peterson Memorial Square in Soweto to attach more meaning to the teaching of the 1976 Soweto uprising. Learners in this subject can also visit sites like Sharpeville graves of those killed during the massacre of 1960 or to Gold Reef City to familiarise them (learners) with mining gold as discussed in Grade 8 Social Sciences.

Economics teachers can do the same by taking learners to Johannesburg Stock Exchange. These types of trips need to be timeously arranged and within the DBE's confines regarding procedures of organising trips. Stoddard (2009) highlights that virtual trips can take authentic trips in desperate

circumstances like the economic recession. The virtual trips could be used for destinations that are very far. An example might be history learners who wish to visit the Lincoln Memorial Square in the US. In all fairness, this might not be doable, but the site remains of historical importance to them. Seeing a video of this memorial square will improve the learner's writing skills or response to the source-based questions in that section. However, these trips might not be very ideal since they are not natural (Kenna & Potter, 2018). Central to the virtual field trip is that the learners shall have seen the Lincoln Memorial Square. For virtual field trips to be practical, teachers must make sure that discipline-specific strategies are in use, the curriculum is the nub of the trip, learners become on an interactive mode with one another concerning what the virtual field trip is all about, and they should also be able to engage and interact to exchange knowledge.

In concluding this section, inquiry-based learning and reciprocal teaching are summarised. Inquiry-based learning holds the view that knowledge is not absolute. Inquiry-based learning teaches the learner to be able to dig for more knowledge on his or her own. For learners to acquire the skill to dig knowledge, the constructivist teacher should inculcate the learning skills to investigate and construct knowledge on their own (Education Development Center, 2016). According to Kuhlthau, Maniotes and Caspari (2007), inquiry learning requires learners to master different skills like exploration, research and many more.

Reciprocal teaching as a constructivist learning method helps learners in reading comprehension passages. In the view of Wolmarans (2016), reciprocal learning helps learners to understand all the other subjects that they are doing. It appears to be true because, in each subject, there is reading involved. Learners who are taught through reciprocal teaching can use the skill acquired through this method to relate with the external world. Reciprocal teaching can be beneficial because learners could work as newsreaders either on a television or radio when they are adults. According to Spaul (2013), lack of efficacy in reading contributes to poor learner performance in higher grades, including Grade 12. Conversely, learners with such a skill will perform better in their test scores, and the quality of education becomes improved. Teaching and learning are inseparable from reading and writing.

2.3.4 Implications of Constructivist Theory to School Self-Evaluation

Evaluation plays a pivotal role in propelling the learning goals of both the teacher and the learner in constructivism (Regina Public Schools and Saskatchewan Learning, 2004). Baviskar, Hartle and Whitney (2009) apply four stages in constructivist evaluation, namely;

- eliciting prior knowledge,
- creating cognitive dissonance,
- authenticity and
- referring to new contexts with feedback reflecting on learning.

In obtaining previous experience, teachers can use different methods like formal pre-tests or asking the learners questions informally. Secondly, cognitive dissonance educators help learners reconcile the difference between their pre-knowledge and the new knowledge they have acquired on the journey to constructing knowledge (Baviskar et al., 2009).

The third stage is applying knowledge and feedback, whereby educators can evaluate through quizzes, group discussions, projects and portfolios. Learners will be allowed to use these to compare their work with that of other learners. The last one is a reflection on learning whereby learners would be given a chance to express what they have learnt. When learners reflect, they look at the entire learning process to check what they have learnt better and give them (learners) some challenges. According to Saunders (1992), presentation papers or examinations can be used by teachers to enhance reflection on the learning process. Constructivism evaluation takes the form of all evaluations. As observed by Abulnour (2016), constructivist evaluation is both formative and summative. In the formative stage, assessment is in such a manner that learners assess themselves and their peers, while the summative part delves deeper into an assessment of learning dealing with student achievement to determine whether the learner progresses to the next grade or should be retained in the current grade.

2.3.5 Criticism Regarding Constructivism Theory

Constructivist learning is not without its critics. Not all instructional strategies are effective for teaching and learning (Mayer, 2004). There are times where teachers do not use constructive instructional strategies properly. Constructivist approaches are time-consuming and sometimes

inefficient. Time wasting might be submitted as a criticism, perhaps when looking at issues like groups and field trips as discussed in this chapter. Constructivist approaches do not take content teaching seriously (Meyer, 2009). Kirschner, Sweller and Clark (2006) maintain that the constructivist instructional strategies lack proper guidance. They debated that teaching should be shaped so that there is less dependency on prior knowledge or no dependency at all. Implications of this criticism are that care should be taken when implementing this instructional strategy. This strategy can be combined with the other two theories, namely the goal-setting and the social cognitive theory. In using this instructional strategy, teachers should be aware of these weaknesses and find a way of dealing with them by approaching teaching with an all-embracing approach. This holistic teaching method approach will require teachers to be lifelong learners.

2.4 THE SOCIAL COGNITIVE THEORY

The social cognitive theory is the third and final theory that underpinned this study. The theory emanated from extensive studies conducted by Albert Bandura from as early as the 1960s. Glanz, Willams and Hoeksema (2001) maintain that people learn through their experiences and observations. The social cognitive theory further postulates that individual behaviour cannot be separated from a triadic structure in which behaviour, cognition and other personal and environmental factors are at play. Reciprocity, as it prevails, does not happen equally as the sources at play do not have the same power. This is referred to as triadic reciprocal determinism (Bandura, 1989; Eggen & Kauchak, 2010; Nabavi, 2012). The social cognitive theory is based on social causation, which does not believe in a one-sided relationship. According to Carillo (2010), environmental factors are external factors that offer social support, opportunities and social pressure. The personal factors may denote any cognitive personality or demographic aspects that speak to issues that could contribute to how an individual could conduct himself or herself.

For example, friends, colleagues, and family members can impact how a learner performs in the classroom. The physical environment may refer to the infrastructure where teaching and learning activities occur, as affirmed by Herzberg's two-factor theory (Herzberg, 1966). As mentioned at the beginning of this chapter, the physical environment as a hygiene factor can work as an incentive or dissatisfy workers. In a similar vein, quality teaching and learning is most affected in the event of dissatisfaction. Dilapidated school infrastructure can be cited as an example of a dissatisfier that

can impede teaching and learning. Through SSE, schools should identify this type of weakness and derive measures to make the infrastructure conducive for teaching and learning.

2.4.1 Principles of Social Cognitive Theory

The social learning theories posit three generally agreed on principles. Individuals learn through observation, imitation, and modelling (Bandura, 1999; Newman & Newman, 2007). Bandura conducted a study illustrating the Bobo doll experiment whereby children were made to observe people around them in various ways (Bandura & Ross, 1961). The adults who were observed were referred to as models. The children were affected by the behaviour they observed. The conduct of the children changed for good from behaviourism to cognitivism (Nabavi, 2012). A new paradigm, the Bobo-paradigm, came into being. The children were not given any incentives. The children only emulated what they observed from their models, which made them change for the better.

According to Bandura (1999), there is an interrelation between the concepts of imitation and modelling. Three types of modelling are direct modelling, symbolic modelling and synthesised modelling. Direct modelling is about trying to imitate the behaviour of the live model, which may be family members, friends, work associates or any other person mixing with the learner. Symbolic modelling is about behaviours observed from books, plays, movies or television. Bandura, Ross and Ross (1963) provide an example of symbolic modelling as children's aggression developed after watching an aggression-filled film. A child who lives in a family dominated by domestic violence is likely to develop aggressive tendencies. The synthesised modelling is a combination of all observable actions. When learners observe more than one action in learning, synthesised modelling comes to the picture.

These principles led to the introduction of the modelling process. Accordingly, the modelling process by Bandura (1989) has four essential components, namely attention, retention, motor reproduction and motivation. The attentional process is about observation and the extraction of information from the observed behaviour. Bandura et al. (1961) state that after observing certain situations, learners should alter their thinking and remain with only what is essential for their learning. The teachers must help learners in this challenging endeavour of separating the good from the bad. Retention deals with helping the learners to remember the behaviour they have modelled. To remember, learners must use different learning strategies like organisational

methods, rehearsal techniques and elaboration strategies. Effective teachers should allow learners to practise and give them feedback (Woolfolk, 2007).

The motivation was discussed with goal-setting theory at the beginning of this chapter. Motivation can arise from observational learning through direct, vicarious and self-produced behaviour (Bandura, 1989). Woolfolk (2010) posits that motivation directs, arouses and maintains behaviour either intrinsically or extrinsically. In the extrinsic sense, rewards and reinforcement come into the picture. Some incentives at school could drive teachers to implement SSE to improve the quality of teaching and learning. In the intrinsic sense, teachers' desire can be reinforced by the need to master the SSE processes.

On the other hand, aspects such as pride, a sense of accomplishment and satisfaction can push teachers to teach in a way that may help learners pass, which means improving the entire quality of teaching and learning. Herzberg (1966) asserts that characteristics such as pride and a sense of accomplishment are closely related to the actual execution and performance of the job. That culminates in individuals becoming satisfied with a completed task, a compliment from supervisors and a sense of achievement. In teaching and learning, this might mean that teachers become fulfilled when the strategies crafted after the SSE implementation could empower them to teach learners in a manner that will enable them to pass.

2.4.2 Social Cognitive Theory and Perceptions in Teaching

Self-efficacy is one of the basic tenets of the social cognitive theory. Shahzad and Naureen (2017) propound that teacher self-efficacy is pivotal in improving teaching practices. Bandura (1977) defines self-efficacy as the belief people have in their capabilities, leading to the aspired achievements through their efforts. The concept would mean teacher self-efficacy as teachers' beliefs in their prowess to manage teaching in a way that will improve the quality of teaching and learning (Tschannen-Moran, Woolfolk, Hoy & Hoy, 1998). Conversely, lower SSE self-efficacy and lower teaching efficacy could make teachers lose motivation to control their teaching (Maddux, 2018).

In the context of the social cognitive theory, the capacity of human beings to act is steered by efficaciousness (Henson, 2001). According to this view, teachers are propelled to teach because they are content-rich and are sure that they will positively improve the quality of teaching and

learning. These teachers have a strong perception that they are responsible for reinforcing their teaching actions. They have the perception that their efficacy can help learners to improve their test scores. Anderson, Green and Loewen (1998) attest that learners whose efficacious teachers teach have student efficacy and are motivated to learn. Motivated learners are necessary for teaching because they will work hard to pass, which speaks positively about the quality of teaching. When teachers succeed in their first endeavours, they tend to develop the perception that is going forward; they could do better in other activities (Pajares, 1996). They start to have a strong belief in themselves. Moving into other endeavours, such teachers would not wish to fail, which will create a culture of effective teaching and learning.

Bandura (1997) identifies four efficacy information sources: verbal persuasion, vicarious experiences, physiological arousal, and mastery experiences. Teachers with positive perceptions of efficacy use verbal persuasion to influence learners to take their learning seriously (Hamm & Dunbar, 2006). Vicariously, teachers can influence learners to imitate good behaviour and hard work from teachers and their classmates. Mastery experience can be used to ensure that learners are content-rich so that they pass their examinations. Finally, in terms of physiological arousal, teachers can motivate learners in different ways. Quarterly achievement awards could be introduced to motivate learners to work hard. As noted by Jenkins, Hall and Raeside (2018), the emotional state leads to a positive attitude that helps in improving performance which benefits learners during the process.

Social cognitive theory has a positive impact on improving the quality of teaching and learning in the sense that teachers who acquire SSE self-efficacy can implement it (SSE) in a manner that may help improve their teaching and learning. Once conversant with SSE skills, teachers would be able to interrogate the SSE template to enable improvement in the area for evaluation. An example can be that self-efficacy can help teachers manage contact time, and after mastering such a skill, through the utilisation of relevant tools, time will be saved for teaching and in that manner, the quality of teaching is enhanced. In addition, the pedagogical content knowledge efficacy helps in improving learners' test scores, which boosts the quality of teaching and learning. Pedagogical knowledge revolves around classroom management, while pedagogical content knowledge refers to particular subject content (OECD, 2016). In the past 27 years, both content knowledge and

pedagogical knowledge can help teachers deal with discipline in the classroom. Teachers can make use of different workshops to augment the classroom discipline aspect.

2.5 INTEGRATION OF THE THREE THEORIES ON SCHOOL SELF-EVALUATION

In debating that individuals addressing practical learning problems cannot afford the luxury of restricting themselves to only one theoretical position, Snelbecker (1983: 8) categorically asserts that: “[They] are urged to examine each of the basic science theories which psychologists have developed in the study of learning and to select those principles and conceptions which seem to be of value for one’s particular educational situation”.

This study subscribes fully to this thinking; hence, the discussion and arguments developed around the three theories to determine how teachers can improve the quality of education. The researcher highlighted that teachers should apply the different learning theories to identify the strengths and weaknesses of each other for purposes of sustaining the former and improving on the latter. In this section, an attempt was made to discuss the three learning theories supporting the implementation of SSE with the view of improving the quality of teaching.

Firstly, the goal-setting theory is essential because once a goal is set, individuals are driven to perform to a certain level (Locke & Latham, 1990). The thinking aligns well with the constructivist theory and the social cognitive theory in that an individual or a learner who is propelled by a goal will use a variety of learning methods to attain a purpose. That calls for strategies such as group work, field trips and other constructivist teaching methods used by the teachers as the primary focus in this study. The teachers’ perceptions are discussed further in Chapters 5 and 6 of this study. Teachers need to possess self-efficacy to use different teaching methods as measures to improve the quality of teaching and learning. In a similar vein, efficacious teachers motivate learners, and that will lead to goal attainment.

Efficacy helps both teachers and learners to develop confidence as they engage in teaching and learning. According to Lunenburg (2011), goal-setting is the cornerstone and the explanation of other theories and how the theories play a role in the SSE implementation to improve quality teaching and learning. As teachers within the school environment set goals, they apply different teaching and learning methods and strategies. While ensuring quality work is enforced, and

positive evaluation results are achieved, they are effectively engaged with the cognitive-developmental process of their learners.

The goal-setting theory, the constructivist theory and the social cognitive theory are fundamentally instrumental in improving quality teaching and learning. According to the goal-setting theory, individuals strive to attain two types of goals: learning goals and performance goals. For an individual to obtain these performance goals, they need to manifest SSE efficacy, resulting in teaching efficacy. The social cognitive theory complements the goal-setting theory by postulating that mastery and performance experiences help in enhancing self-efficacy (Bandura, 1995). When individuals are efficacious, they can construct their knowledge. According to constructivism theory, knowledge as a cognitive structure permits new methods of implementing SSE and eventually ensuring quality teaching and learning (Muller, 2011). Learners will be able to apply this type of knowledge even after they have left school. Regarding performance goals, learners set goals to pass their examinations well, which denotes the quality of education.

In every activity that people are engaged in, they need some form of feedback to identify their progress (Locke & Latham, 2006). All three theories agree on this issue. The goal-setting theory indicates that institutions or schools must give feedback and provide an opportunity for turnaround strategies. The process comes after self-evaluation and external evaluation, which are processes aimed at improving educational outputs. The turnaround strategies might mean that teachers should revisit their teaching methods and augment them where necessary. They should also make their learners aware of various study methods to improve on previous performance to reach the set targets. In this manner, both the goal-setting theory and the constructivist theories are at play. The social cognitive theory becomes imperative for learners to reciprocate in the teaching imparted by their teachers (Bandura, 1997). Management by objectives as a goal-setting construct helps in making learners take responsibility for their performance. Once this becomes possible, self-regulation as a principle of social learning theory is in place. Feedback given to learners should be positive feedback (Grant, 2012). Similarly, the physiological source of efficacy in the social cognitive theory shows that individuals' efficacy is sometimes affected by anxiety.

When individuals achieve their goals, they become satisfied (Herzberg, 1966). That aligns well with the goal-setting theory in helping to bring about quality because achievement means a set goal has been achieved. An achieved goal leads to self-confidence and self-esteem. For this to be

possible, one needs some form of self-efficacy. The achievement itself means that new knowledge has been constructed.

2.6 CHAPTER SUMMARY

The chapter identified and discussed the three theories that underpin the study: goal-setting theory, constructivism, and social cognitive theory. The goal formulation and various factors justifying goal-setting thought and application in teaching and learning and SSE and external evaluation were discussed in goal-setting theory. Locke's five factors in goal-setting were also considered as contributing mainly to the success of teaching and learning and evaluation. Within the constructivism theory domain, the chapter discussed constructivism as a theory in teaching and learning, constructivism and evaluation and finally, the criticisms levelled against constructivism. The chapter also argued for social cognitive theory and its principles in teaching. The chapter concluded with some insights and views on the integration of theories with issues in the study. The next chapter reviews the legislative and policy literature relevant to the study.

CHAPTER 3: SCHOOL SELF-EVALUATION LEGISLATIVE AND POLICY FRAMEWORK REVIEW

3.1 INTRODUCTION

The literature review for this study is divided into two chapters. This chapter on SSE legislative and policy framework review is the first, while the following Chapter 4 addresses the review of the literature underpinning the study. In this chapter, the study discusses the legislative and policy framework guiding and giving direction to the implementation of SSE. The chapter briefly explains the history of the apartheid education evaluation system before delving into legislation and policy confines going into the SSE. Through the discussions of the various acts and policies aligned with school self-evaluation and quality teaching and learning, the chapter also elucidates the mandatory nature of SSE implementation in schools. In outlining the legal imperatives, the chapter also seeks to ground the study in education management. The chapter, therefore, discusses historical principles underpinning the SSE.

3.2 THE HISTORY OF THE OLD MODEL OF EVALUATION

South African education was racially divided, stretching up to 1993, and had different Departments of Education. In terms of the Republic of South Africa Constitution Act, 110 of 1983, all general affairs of education were under the Department of National Education. As a result, the Department of National Education wielded power to issue out education policy for implementation by the 14 departments, namely; three Departments of Education and Culture serving the whites, Indians and Coloureds, in the urban areas, the Department of Education and Training, catering for African education, the six Departments of Education and Culture accommodating the self-governing territories and finally four Departments of Education for independent states (Naidu, 2011).

Chetty, Chislom, Gardiner, Magau and Vinjevold (1993) state that the Department of National Education ushered in an era of inspectorate bureaucracy that operated within a top-down approach. This system implied that teachers did not have a say in their evaluation. The apartheid approach of evaluation purported to be done to improve the quality of teaching and learning. The emphasis of the evaluation was primarily about adherence to departmental laws and policy and, as such, downplaying the culture of teaching and learning (Naidu, 2011). Pillay (1991) confirms the disregard of teaching and learning by showing that evaluation during apartheid focused on teachers

who were on probation for recommendation on a permanent appointment. Looking at this evaluation form, one realises that the practice was not meant for capacitating teachers to unleash quality teaching and learning.

Evaluation of the Indian education system in a study observed by Naidu (2011) looked at newly appointed teachers. The teachers were evaluated by the principal and the subject advisor or regional inspector before their commencement of teaching. Permanent teachers were evaluated for purposes of merit awards (Naidu, 2011). Ndlovu (1997) asserts that the evaluation system of education in South Africa operated within the parameters of merit assessment so that qualifying teachers could be incentivised. The author further cites that the evaluation system lacked a spark of matching teacher evaluation with professional development. Because of this near-sighted approach of teacher evaluation, the quality of teaching and learning could not improve (Pillay, 1991). A teaching position was offered to a teacher for a probationary period of 12 months. Teachers were then evaluated by the principal, the deputy principal and the HoD. A certificate of permanent confirmation leading to the first salary increment could only be issued after the teacher's second evaluation, done externally by the subject advisor and the regional inspector.

The education evaluation was ineffective such that teachers under the Department of Education and Training (Africans) manifested disapproval (Mda, 1989). De Clercq (2007) attests that teachers did not have a say in the crafting of the system, and as a result, they developed a negative attitude towards the traditional evaluation system. Teachers started to develop doubts about the benefits of the evaluation system. Chetty et al. (1993) reveal that teachers attached many shortcomings to the evaluation system prevalent before democracy. Some of the shortcomings are documented below:

- Some absolute power wielded by the inspectors
- Lack of inspectorate efficacy
- Non-relevance of some criteria for evaluation
- Once-off visits by inspectors
- The secrecy surrounding evaluation and
- Abuse of merit awards

3.3 HISTORICAL AND EDUCATIONAL PRINCIPLES UNDERPINNING SCHOOL SELF-EVALUATION

The South African education system was rooted in the Christian National Education outlook during the apartheid system (Van Eeden & Vermeulen, 2005). Bantu Education was at the heart of the CNE, which came into being after the promulgation of the now-defunct Bantu Education Act. As opined by Tsotetsi (1999), the passing of this Education Act by the National Party was an attempt to actualise one of the Eiselen Commission's recommendations and thus enforce separateness of education in South Africa. The Act ensured that the blacks were offered education of inferior quality. As an affirmation of the low quality of teaching and learning, the black schools were subjected to control and management through circuit inspectors, principals and school committees. Seroto (2000) notes that the circuit inspectors provided monitoring and support to the Bantu schools in the former Lebowa homeland at least once a year. The visitations were often not supported by any form of follow-ups. The implication of all of this was that Bantu schools received little supervision, which resulted in Bantu as the blacks were then known to receive an inferior form of teaching and learning compared to their white counterparts. Because of this poor supervision of schools, black education fell such that in 1978, only 5% of the blacks who registered for matric passed compared to 70% of the whites (Prew, 2014).

A study by Tsotetsi (1999) affirms that in some schools in Soweto, for example, the issue of derogatory teaching and learning was exacerbated by the introduction of Bantu School Boards whose members were less qualified and were without any form of training on matters of teaching and learning. Uneducated as they were, the members of the school boards were given powers to preside over crucial matters concerning teaching and learning.

3.4 THE FREEDOM CHARTER AND ITS ROLE IN EDUCATION TRANSFORMATION

Shortly after passing the Bantu Education Act of 1953, the Freedom Charter was adopted in Kliptown in 1955 by the Congress of the People of the African National Congress. In one of its ten clauses, the Freedom Charter states in anticipation that the doors of learning and culture shall one day be opened for all. The education clause called for equality in education which emphasised raising the standard of teaching and learning for the blacks. Amelioration of the standard of

education connotes the improvement of the quality of teaching and learning in black schools in a way (Vally, 2015).

Historically, and from an education point of view, the Freedom Charter marked the beginning of a long journey of the struggle for quality teaching and learning and the expungement of the unsophisticated manner of supervising and evaluating education in South Africa in general and for the blacks in particular. This education revolution was launched alongside the struggle for democracy (Alexander, 1992). The Congress of South African Students (COSAS) and the South African National Students Congress (SANSCO) worked closely with the United Democratic Front (UDF), which had adopted the Freedom Charter and everything it stood for education transformation (Vally, 2015). These social movements regarded the education system and supervised it as a constitutive portion of the state's oppressive machinery utilised to perpetuate apartheid. Against this backdrop, COSAS, SANSCO, the National Union of South African Students (NUSAS) and UDF chose to remain steadfast and committed to combatting the discriminatory education system, which was then in full swing. The Freedom Charter continued to be influential in the struggle for the betterment of the education system, and its education clause, a slogan commonly used today, namely, 'free, quality public education, was born' (Vally, 2015). In the most straightforward interpretation of free quality public education, the issue of quality teaching and learning is derived, the phenomenon that this study is investigating with an attachment of SSE.

3.5 EDUCATION WHITE PAPER (1995) ON QUALITY TEACHING AND LEARNING

As stated in previous sections of this chapter, South Africa is from a problematic past in terms of educational history. Be that as it may, the Government of National Unity was challenged to set in the vision that would "open the doors of learning and culture to all". Making the vision of the educational clause a reality was sensible as the Freedom Charter has been a driving force behind quality education (Vally, 2015). The White Paper on Education and Training was therefore published to advocate a new path followed to remedy the educational divisions of the past. Talking about this White Paper in his introductory message, the then national Minister of Education in South Africa, Professor Sibusiso Bhengu, said: "This document is the first policy document on education and training by South Africa's first democratically elected government. As the title

makes it clear, it represents only our first steps on a long road. It is hoped that it blazes the trail of opportunity and self-fulfilment of our citizens” (Department of Education and Training, 1995; 3.)

The White Paper (1995) ascribes the drive to transform teaching and learning to many aspects such as enough textbooks, instructional materials and physical environment. The paper notes the state of the infrastructure during that time in a state of disrepair. Outlining part of the Reconstruction and Development Programme strategy, the paper puts lifelong learning at the helm of education reform. Agreeably, the White Paper emphasises the significance of fortifying teachers’ skills and expertise in advancing quality teaching and learning. Lack of skills, particularly on the side of African teachers, reflected the past divisions that existed between education and training sectors. Against this background, pieces of legislation and policies were to be passed to improve the education system and improve quality teaching and learning specifically (Department of Education and Training, 1995).

3.6 THE LEGAL IMPERATIVES GROUNDING THE SCHOOL SELF-EVALUATION

This section seeks to expatiate on the legal aspects of the SSE and its mandatory nature in all the public schools of the Republic of South Africa.

3.6.1 The Constitution of the Republic of South Africa

With the dawn of democracy in South Africa, it was pertinent to promulgate a new constitution, namely Act 108 of 1996, the Constitution of the Republic of South Africa. The Constitution reigns supreme above any other laws of the country. According to the Republic of South Africa Constitution, all persons have the right to an education that the state must make available (Republic of South Africa, 1996). In making education available, the state is responsible for ensuring equity and the necessity to redress the results of past racially discriminatory laws and practices. Furthermore, the Constitution gives those in power the right to annul any act previously considered oppressive and apartheid in character like the Bantu Education Act.

Chapter 10 of the Constitution emphasises promoting a high standard of professional ethics in public administration as part of such ethics. Public service, according to Act 108 of 1996, emphasises the development-orientation of professional teachers. The Act stipulates that public service must enhance career development practices of all employees in the organs of the state,

including teachers in the education sector. In addition to these constitutional confines, the public service is also expected to be accountable and transparent in executing its services (Republic of South Africa, 1996). At the school level, accountability and transparency refer to matters of SSE. Accountability in the school setup is critical for achieving the school goals and objectives, such as improving quality teaching and learning (Dangara, 2016). The Constitution provides the authorities in the public service the powers to legislate nationally in the quest to bring about stability. As Prinsloo (2006) attests, national laws need to be passed to give stakeholders in the education sector some fundamental rights as they traverse in the sector to actualise the education clause of the Freedom Charter. The following section discusses some educational laws that give shape to SSE.

3.6.2 The South African Schools Act, a Curtain-raiser for Education Transformation

The passing of the country's supreme law paved the way for transformative moves in the public service. As indicated above, Act 108 of 1996 gives the state the power to issue out acts in the interest of a sound education system. The South African Schools Act (SASA) 84 of 1996 was passed in line with this imperative. According to section 63 of SASA, some laws were repealed, and other laws were amended. Later, the erstwhile laws were all repealed and replaced by others, such as the Educators' Employment Act 1994 (EEA), which became replaced by the Employment of Educators Act 76 of 1998 (ELRC, 1998). In doing this, section 29(c) of Act 108 of 1996: "*the need to redress the results of past racially discriminatory laws and practices*" was operationalised (Republic of South Africa, 1996). With this redress, the implication was that the quality of teaching and learning was on course to transformation and improvement.

3.6.3 Implications of the Constitution of the RSA, Act 108 of 1996 and SASA Act 84 of 1996 for School Self-Evaluation

In ensuring quality teaching and learning, the state demanded accountability from schools through the DBE. As organs of the state, schools should, in implementing the SSE, strive for transparency. Democratic values enshrined in the Constitution should govern the SSE implementation so that all teachers become involved in the SSE (Republic of South Africa, 1996). According to the SASA, it is the prerogative of the National Minister of Basic Education to determine a national curriculum statement that should show the outcomes national process dealing with assessment and learner

achievement (Republic of South Africa, 1996). This means that the state should take reasonable measures to ensure accountability and sustenance of the quality of teaching and learning, hence SSE (DoE, 2001).

3.6.3 The role of the National Education Policy Act (NEPA) 27 of 1996

After enacting the SASA of 1966, Parliament drafted a bill that culminated in passing the National Education Policy Act of 1996 (NEPA). As documented in the ELRC, NEPA declares the significance of issuing out policies that will fast-track the education transformation process with the zeal to serve the interests and the fundamental right of all the citizens (Education Labour Relations Council, 1998).

The question remains, what were the legal implications of the passing of this Act about teaching and learning in South Africa? Through this Act, it is believed that the Minister is empowered to improve the quality of teaching and learning by drafting national policies that will strive to improve teaching and learning. The enhancement of teaching and learning could be supported by transforming areas such as planning, financing, management, governance, programmes, wellbeing, curriculum frameworks and, in the context of this study, monitoring and evaluation. The NEPA gives the Minister the prerogative to shape the standards of education, delivery and performance throughout the Republic of South Africa. The Minister further enforces monitoring and evaluation of education regularly. The NEPA gives the Minister the power to raise education and performance standards (ELRC, 1998).

3.6.4 The Impact of the Employment of Educators' Act 76 of 1998 Act (EEA) on Development Appraisal

The ELRC talks of EEA and the provision of manual for developmental appraisal of teachers/educators. It is therefore articulated in Chapter C of the EEA (1998; C-86) that: “Developmental appraisal aims to facilitate educators’ personal and professional development to improve the quality of teaching practice and education management”.

The EEA explains the developmental appraisal on the fundamental principle of lifelong learning for educators. Based on this principle, educators are encouraged to develop and improve their

quality teaching qualifications and skills in enhancing quality teaching and learning for their benefit and that of learners.

Chapter 4 on the literature review of this thesis further discusses professional development as a precondition for improving quality teaching and learning (Shava, 2016). The EEA further provides four processes in developmental appraisal as comprising the following reflective practice. The reflective practice in developmental appraisal requires the teacher to engage in self-checking/self-evaluation continuously. The purpose of self-reflection is to ascertain the productivity rate and to what extent that continues to serve the client-learner. Chiefly, reflection is about dealing with teaching challenges, if any, so that the transmission of quality teaching and learning should prevail.

- Self-appraisal

Educators should undergo a self-analysis and introspection process concerning how far they are in terms of performance. At the end of this process, the educators are expected to self-evaluate, the idea being to evaluate their professional development needs.

- Peer appraisal

The educator interacts with fellow peers to review his or her performance. Usually, this process is done to prioritise the needs during professional development.

- Collaboration

The concept means teacher collectivism in trying to solve the teaching challenges that they (teachers) face. That might range from educators outsourcing colleagues from other schools to come and teach a challenging topic for them to consultation with Support Services of the DBE. The latter may assist the curriculum advisors.

- Interaction with panels

In this process, the efficacy of the School Development Team (SDT) is sought to help identify areas of need, which will assist in formulating professional development activities. It is expected that the developed activities should have to be implemented without some elements of procrastination. The timeous implementation is expected to consider that feedback should be immediate (ELRC, 1998).

3.7 OPERATIONAL POLICIES RELATED TO INTEGRATED QUALITY MANAGEMENT SYSTEMS AND SCHOOL SELF-EVALUATION IMPLEMENTATION

The passing of the acts, as discussed above, made the education situation in South Africa to be conducive for transformation in the view of improving the quality of teaching and learning. As shown in the discussion of NEPA, it is within the rights of the Minister to gazette policies that affect changes in the education system. This section intends to briefly discuss the two legal documents which brought about some of the changes, namely Resolution 8 of 2003 and the National Policy on Whole School Evaluation.

3.7.1 The Integrated Quality Management System (Resolution 8 of 2003):

In introducing this section, it is essential to point out that the IQMS flows directly from the dictates as reflected in Chapter C of the Employment of Educators Act 76 of 1998 as amended. The DoE, National Professional Teachers' Organisation of South Africa (NAPTOSA) and the SADTU, after robust deliberations, agreed and signed in operation the collective agreement of the IQMS (Education Labour Relations Council, 2003). The Act was, in part, a response to the now-defunct apartheid regime and its education system, which nearly collapsed the quality of teaching and learning in the African schools (Sambumbu, 2010). The IQMS was born out of a mixed breed and reconceptualisation of three systems, namely, Development Appraisal System, Performance Measurement and Development System and Whole School Evaluation (WSE) system, hoping to improve the quality of teaching and learning in the country (ELRC, 2003).

3.7.2 Whole School Evaluation

As discussed, Chetty (2013) argues concerning these three systems and gives a contrasting view in terms of focus. Development appraisal seeks to appraise individuals transparently. The intention is to determine the weaknesses and strengths and put an individual teacher programme in place. With the Performance Measurement Development System, the main aim is evaluation for pay progression, affirmation of appointment, reward and incentives. Finally, WSE is there to evaluate the effectiveness of the school. WSE further strives to determine whether the school is enjoying adequate support from the district and the school management. Infrastructure and learning resources are also on the list of the WSE process. The rationale behind all of this is to check how far the school is to improve quality teaching and learning.

3.8 SCHOOL STRUCTURES RESPONSIBLE FOR IQMS IMPLEMENTATION

The section below discusses the three mandatory structures, namely, the School Management Team, the School Development Team and the Development Support Group, as the catalysts of successful implementation of the IQMS and as observed by Bisschoff and Mathye (2009).

3.8.1 The Senior Management Team

The SMT is a structure composed of teachers in promotional posts at the level of the school. Therefore, the members are the principal, deputy principal, and the HoDs. In small schools, the senior teachers and master teachers are also roped in to augment the capacity of the SMT. The SMT is there at the school to ensure that there is smooth running concerning all areas. The SMT is also charged with the responsibility of designing the SIP. This plan has to be informed by the data collected during the development appraisal processes. (ELRC, 2003).

3.8.2 The School Development Team (SDT)

The SDT is a structure that emerges out of the election process in a staff meeting. Based on the teaching staff concurrence, the SDT may be launched annually, bi-annually or tri-annually. The principal, as the head of the school, presides over this meeting. Every school is given the latitude to determine the size of its SDT. A complete SDT will have its members, the principal, the coordinator, SMT members who are nominated and some teachers not holding promotional posts. In terms of small schools with two teachers, it is advised that such a school can form an SDT in collaboration with either the circuit or the district (ELRC, 2003).

The SDT is expected to oversee things such as the training of educators, coordination of all activities of staff development, leads in the establishment of the Development Support Group (DSG), prepare a final schedule, connects with the department via the SMT concerning the priority needs such as in-service training (INSET), short programmes or skills programmes among others.

3.8.3 The Development Support Group (DSG)

The DSG is a structure for each teacher at a particular school consisting of an immediate senior and one teacher (peer). The selection of such a teacher should take cognisance of the relevant phase or subject expertise. The teacher who is to be evaluated is responsible for co-opting a peer. Matters

of competency should also be looked into when choosing a peer. After its formation, the DSG must provide mentoring and support to all teachers. Over and above, the DSG has to help teachers formulate the Personal Growth Plan (PGP) and do a summative evaluation. Three composite score sheets are made available for utilisation in performance measurement for pay progression and grade progression. Based on several performance standards, the composite score sheets are for ordinary teachers occupying no promotional posts (7), Heads of Departments (HoDs) (10) and the last one caters for deputy principals and principals (12). The numbers in brackets refer to several performance standards per category of teachers (ELRC, 2003).

3.8.4 Integrated Quality Management System Advocacy and Training

IQMS implementation must, as a matter of policy, be implemented after thorough advocacy shall have been in place. This advocacy aims to obtain buy-in from those implementing the system and to answer questions such as what and why? Advocacy is intended to clarify the concept of IQMS and how it will eventually benefit teachers, schools, and the entire system. The advocacy must be in a position to elucidate why the IQMS came into being.

On the training part, all schools should be taken care of by the departmental officials. Training has to be so that it empowers teachers with a clear understanding of the principles, processes, and procedures followed in the IQMS. The National Training Team and Provincial Training Team should undertake the training at different levels. At the cluster level, the district should take the training initiative supported by the province. The School Development Teams must see to training at the level of the school (ELRC, 2003).

3.9 NATIONAL POLICY ON WHOLE SCHOOL EVALUATION, 2001

The former Minister of Education, Professor Kadar Asmal, had gazetted Assessment Policy detailing systematic evaluation of vital transitional stages for Grades 3, 6 and 9. The rationale of this gazetting was that self-evaluation should be done as an assessment of the whole system. The rationale was also an effort to check how far schools are performing to achieve the visions and goals of the education system (DoE, 2001). Achieving the visions and goals is a way of improving teaching and learning and learners' test scores which had dwindled during the apartheid era (Prew, 2014). With the envisaged transformation of education in the RSA, the focus remains on the right of all South Africans to quality education (DoE, 1995). As outlined in the Education White Paper

of (1995), quality education should result in the production of citizens who would match the challenges that emerge in the 21st century.

In making progress on issues of quality education, the Education and Training Quality Assurance policy (ETQA) was then established as per the dictates of the South African Qualifications Authority (SAQA, 1995). The formation of the ETQA aimed to monitor and audit achievements concerning national standards and qualifications. The concept of metamorphosis from inspection to WSE is simply for embracing SSE and external evaluation. (DoE, 2001).

Regarding the National Policy on WSE is the pillar of quality assurance in schools. This WSE process gives schools and the external supervisors a leeway to check the schools' current performance, comparing the attainments with what ought to be realised as prescribed by the national goals and the needs of the committee. Achievements will then be acknowledged, and areas of need will be followed. With the WSE in place, schools are mandated to regularly evaluate what needs improvement while the government commits itself to develop programmes to help schools. As stipulated in the National Policy of WSE, impeccable quality assurance should follow after schools have self-evaluated and credible external evaluation has been effected in schools (DoE, 2001).

The National Policy of WSE is rooted in certain tenets. Some of the principles relevant to this study are the; (i) Improvisation of learners' test scores. The inventiveness is explained as the process to assist schools to check the school's level regarding adding value to learner's prior knowledge, understanding and skills; (ii) Openness and collaboration mean that the DoE must implement public criteria of evaluating schools; (iii) the third principle is the importance of staff development. The degree of in-service training is of paramount importance in the implementation of WSE. Therefore, the WSE must emerge with appropriate development strategies to help teachers overcome their challenges (DoE, 2001).

The National Policy on WSE further outlines the approach to be followed. At the heart of WSE implementation is the SSE. Both the WSE and the SSE should be underpinned by nine critical areas for evaluation, which are; basic functionality of the school, leadership, management and communication, quality of teaching and learning and educator development, curriculum provision and resources, learner achievement, school safety, security and discipline, school infrastructure as

well as parents and community. A trained and accredited human resource should also conduct an external evaluation to do the job. Sufficient and consistent district support is also regarded as key in actualising the WSE. The role of the district officials should be to offer advice to teachers and schools on their journey to the improvement of quality teaching and learning. The evaluation should follow an agreed set of national criteria. Consistency and flexibility are encouraged in adhering to the criteria. Upon completing the evaluation, both the provinces and the Ministry are expected to avail their reports for public consumption (DoE, 2001). This notion of making reports public is in line with the constitutional confine that affirms information access (Republic of South Africa, 1996).

In concluding this chapter, it may be prudent to point out some of the policy imperatives in the IQMS and the SSE implementation. Both IQMS and SSE strive to enhance the monitoring of the education system (DoE, 2001; DoE, 2003). In executing their national directive, IQMS and SSE are governed by the spirit of fairness, openness and honesty. The IQMS and the SSE are preceded by teacher training to ensure smooth running during implementation. However, it is essential to show that the IQMS is a product of collective bargaining happening at the level of the ELRC (DoE, 2003).

After the IQMS has been completed, the summative evaluation must be submitted to incentivise teachers with pay progression and grade progression (DoE, 2003). Any form of incentive does not follow the SSE.

Regarding performance standards in appraising teachers, the IQMS scenario includes pre-evaluation by the teacher, which culminates in the teacher's evaluation by his or her senior and peers. The SSE does not evaluate individual teachers, but all the teachers at school sit as a collective to evaluate their school. The IQMS is designed for teachers only, while the SSE is an evaluation system that caters to other stakeholders such as parents and the community.

3.10 CHAPTER SUMMARY

The chapter discussed the legislative and policy frameworks guiding the SSE. The historical background of the apartheid education system and its supervision was discussed. The chapter discussed the historical background and the role of the Freedom Charter in transforming the education system. The chapter also discussed the Education White Paper, Act 108 of 1996, SASA,

EEA as relevant to SSE and quality teaching. The implications of Act 108 of 1996 (the Constitution of RSA) and SASA Act 84 of 1996 on SSE implementation was discussed. The collective agreement no 8 of 2003 and the National Policy on WSE were discussed as policy imperatives in SSE. The chapter concluded by highlighting some standard features in the implementation of IQMS and SSE. The next chapter discusses other aspects of the literature informing this study.

CHAPTER 4: LITERATURE REVIEW

4.1 INTRODUCTION

McMillan and Schumacher (2014) state that the literature review connects existing knowledge and the research topic under study. In line with this principle, the chapter reviews articles, books, dissertations, and theses relevant to school self-evaluation (SSE). SSE as a process is believed to be implemented for various reasons in different countries. In the context of this thesis, SSE is viewed through the lens of improving quality teaching and learning. Discussions in the reviewed literature help address the main research question of teachers' perceptions about SSE and quality teaching and learning. As pointed out in Chapter 1 of the thesis, the term teacher is an embracive term referring to principals, deputy principals, Heads of Departments in schools and ordinary teachers. The literature reviewed in the chapter further help to address the research questions as formulated in the study.

The literature review chapter is structured as follows:

- What is school self-evaluation;
- International perspectives on SSE;
- School self-evaluation in South Africa;
- Teachers' perceptions on SSE and quality teaching and learning;
- The complementary role of external evaluation on SSE;
- Understanding school improvement plan;
- Professional development strategies in SSE; and
- Instructional leadership in SSE implementation.

4.2 WHAT IS SCHOOL SELF-EVALUATION?

In Chapter 2, SSE was defined in the three theories, namely the goal-setting theory, the constructivism theory and the social cognitive theory. The definition can be summarised as the self-reviewing of data by teachers concerning their professional practice. Through the review, teachers can improve professional practice to improve the quality of teaching and learning.

SSE can be traced back to the 1940s, having been started by teachers as they wanted to check whether they were on par with the educational objectives they wished to attain (Lok-fung, 2013). As Ladden (2015) notes, it is somewhat complex to trace the origin of SSE, but the fact is that the process evolved over the years to be what it is to date. According to Lok-Fung (2013), the Scottish DoE adopted SSE as a school improvement mechanism in the 1980s and other European countries such as Australia, Asian countries, and Hong Kong followed.

Many countries' adoption attached significance to the SSE process and resulted in the coining of various definitions. SSE is a process whereby school practices are evaluated broadly by looking at learners' school experiences and test scores. To this end, different concepts are used to refer to the school evaluation process, namely, internal evaluation, SSE, self-review, data use, data-based decision-making, inquiry or internal accountability (Nelson, Ehren & Godfrey, 2015). Hofman, Dijkstra and Hofman (2009) define SSE as goal-setting, planning, evaluation and defining improvement measures. In the view of Mathews (2015), SSE reflects our teaching and how our learners learn, which will lead to improvements where necessary.

Similarly, Thornley (2012) states that evidence concerning education quality can come from what learners themselves say about the teaching they receive, observation and systematic scrutiny of work. The implication is that the principal should take some time to talk to learners regarding teaching. Once improvements are made, quality teaching and learning may be achieved.

Though the concepts differ from one country to the other, situation to situation, they seek to attain one thing, which is an improvement of learner performance which results in the advancement of quality teaching and learning. SSE is an introspection process by teachers on weaknesses and strengths of the school regarding teaching and learning and the elimination of shortcomings to bring about improvements. SSE can succinctly be referred to as the evaluation of the school by the school for the school. SSE is underpinned by honesty and openness and the zeal to explore new things in a blame-free mode. In case of failure, strong support is committed to professional development and sharing progressive ideas, sound accountability systems, fair formative assessment and integration into the improvement cycle and planning of the school (Thornley, 2012). The study expects that some of the aspects discussed should be found in schools that provide a rigorous implementation of SSE.

4.3 INTERNATIONAL PERSPECTIVES ON SCHOOL SELF-EVALUATION

Generally, SSE is implemented for both accountability and developmental intentions (Ladden, 2015). Responsibility, in this context, means informing the stakeholders about the school's progress in terms of its expectations (Kokeyo & Oluoch 2015). When expectations are not met, there will be a need for development in areas identified through SSE. The result will eventually lead to improvement. According to Dunford (2005), SSE is conducted to improve school performance, teacher performance and learner performance. Being transparent and systematic, SSE becomes a deliberate exercise and is conducted to augment the teaching practice, school functionality and learner performance (Mathews, 2015).

For this study, the literature review explores SSE for the improvement of quality teaching and learning. It should, however, be highlighted that in other countries, school evaluation is conducted for different reasons, although that falls outside of the scope of this research study.

4.3.1 School Self-Evaluation in England

Jones and Tymms (2014) affirm that SSE is the prerogative of the Office for Standards in Education (Ofsted). The process is implemented for reasons such as getting the school rhythm right, sanctioning and recognising schools with best practices, good SSE results, and learners' exemplary performance in test scores. Furthermore, Jones and Tymms (2014) point out that SSE in England focuses mainly on the achievement of learners, the quality of teaching, the behaviour and safety of learners and the quality of school leadership. Since SSE is a compulsory process in England, schools that perform poorly might be forced to close or be taken over by the state (Ryan, Gandha & Ahn, 2013).

South Africa's SSE also focuses on the aspects alluded to above and concentrates on factors like the basic functionality of the school. Aspects like school infrastructure, parents and community are also considered. Concerning parents and community, that might also be an emphasis because education is a societal issue. It is also in line with the adage that 'it takes a village to raise a child'. The DBE[1] in South Africa presides over matters of SSE (DoE, 2001).

4.3.2 School Self-Evaluation in Scotland

Grek, Lawn, Osga, Shapira and Weir (2014) highlight that in Scotland, “How Good is our School” (HGIOS) is responsible for the implementation of SSE under the supervision of the inspectorate. Schools are given the leverage to develop and use their knowledge to self-evaluate and bring about improvement. The system of evaluation in this country encourages changing the culture of schools as learning organisations. Schools are expected to learn from experience. With their SSE knowledge, schools should also contribute towards the broad improvement of the entire education system. What is evidenced here aligns with constructivism, which is one of the theories guiding this study. As the schools self-evaluate, they are also engaged in constructing new knowledge based on their pre-knowledge.

4.3.3 School Self-Evaluation in Cyprus and Italy

Every country has its ways of implementing the SSE process. In Cyprus, evaluation is at the heart of the government’s reform, although, as observed by Karagiorgi, Nicolaidou, Yiasemis and Georghiades (2015), the country lacks structures that are systematic and user friendly to SSE. Caputo and Rastelli (2014) show that in Italy, schools that experience superior learner achievement are those with SIPs that explicitly outline activities and improvement goals. They further explained that these Italian schools experience improvement in performance because such schools design SIPs that prioritise dealing with the aspects that lead to low performance. The approach means that such schools view SSE critically because the SIP is an offshoot of SSE. Every new principal in Italy is subjected to SSE training conducted by the Regional Education officers. The training of these principals takes place for not less than 50 hours (Looney & Kudelova, 2021).

4.3.4 School Self-Evaluation in Ireland

Another example is Ireland which has a sluggish and unpopular SSE with unclear guidelines because of a lack of support from the Ireland Department of Education and Science (Ladden, 2015). Ladden asserts that only principals and vice-principals undergo professional development pertinent to school evaluation. Another essential aspect of SSE is its potential to improve professional development offered to those occupying the high ranks in the bureaucratic makeup of the school. This function, however, is not cascaded down to the last teacher on the hierarchy to

make it more useful. This point is further explained in a subsequent section that discusses SSE professional strategies.

4.3.5 School Self-Evaluation in Israel

Israel has experienced reformation with the introduction of school-based assessment coordinators who assist schools with evaluation issues. The coordinators play a role in the promotion of professional development in schools. To qualify as a coordinator, one needs to have teaching experience and a master's degree in measurement and assessment or any master's degree indicating that an academic specialisation has been completed (OECD, 2016). The pattern of SSE implementation in Israel indicates a high level of commitment to school self-evaluation.

4.3.6 School Self-Evaluation in Tanzania

In Africa, Tanzania is struggling to put in place a practical school self-evaluation process. Kokeyo and Olouch (2015) reveal that schools in Tanzania find it challenging to incorporate SSE and are still dependent solely on external supervision. Only routine checks for efficiency rather than effectiveness are taking place. With this kind of practice, the realisation of schools' visions will remain a far-fetched dream. For this study, evaluation of schools cannot be accurate and complete without getting the teachers' inputs in schools through SSE.

4.3.7 School Self-Evaluation in Ethiopia

The Ethiopian school improvement is grounded on four domains: teaching and learning, student environment, leadership and management, and community involvement (Mitchell, 2014). Principals are tasked with steering school improvement, although there is a lack of autonomy to manage budgets and textbook requisition. Workneh (2012) highlights that principals in Ethiopia do not have a say in the implementation of SSE.

4.4 SCHOOL SELF-EVALUATION IN SOUTH AFRICA

South African SSE is met with mixed feelings due to the challenges of evaluation inherited from the apartheid system (Carlson, 2009). In overcoming the glitches, a dual approach incorporates the IQMS and SSE, whereby a participatory approach is attempted. Some scholars believe that SSE is a good approach and provided correctly (Taylor, 2009). Van Petegem (1998) manifests

concurrence with Taylor's viewpoint as he shares that though SSE is a good practice, it is sometimes disturbed by the bureaucratic imposition by inspectors when it comes to matters of submission and what should be entailed in the report. Besides the interjection by inspectors, there is no effort to follow-up by inspectors after SSE implementation, while the SMT is reported to dominate the SSE proceedings at the expense of most teachers in schools (Setlalentoa, 2014). This finding by Setlalentoa of teacher exclusion in the SSE process defeats the duet evaluation approach (IQMS & SSE).

4.5 TEACHERS' PERCEPTIONS ON SCHOOL SELF-EVALUATION AND QUALITY TEACHING AND LEARNING

In this section, the perceptions of teachers regarding SSE and quality teaching are discussed. The perceptions are drawn from few studies that the researcher came across as part of the literature review. The findings from previous studies are intended to compare with the perceptions of the current study to confirm or disprove the findings. The perceptions of the teachers are therefore discussed below:

4.5.1 The Usefulness of School Self-Evaluation

Some teachers' perceptions in the literature that has been explored perceive SSE as a sound system. There is a view that SSE may contribute to enhancing the quality of teaching provided that it helps teachers design lessons thoroughly. The study by Fushimi (2014) bears evidence that teachers viewed SSE positively and were even prepared to change after attending workshops. The modification of teachers' behaviour after the workshop suggests the improvement of teaching and learning. However, the author shows that the sound effects of the SSE workshops are sometimes thwarted by teacher transfer from one school to the other, which robs releasing of the element of continuity. Much as teachers see the value of SSE, they believe that the evaluation system is certificated because of standing a chance for promotions in the future (World Bank, 2007). The certification of teachers instils a sense of pride and accomplishment, which will make such teachers transfer what they have learnt in SSE into teaching and learning (Herzberg, 1966). Amid these positive perceptions, some teachers' negative perceptions are discussed below:

4.5.2 School Self-Evaluation and Causes of Ineffectiveness

The study by Setlalentoa (2014) investigated teachers' perceptions on SSE and emerged with a handful of negative perceptions. Setlalentoa found that teachers did not value SSE concerning improving their teaching efficacy. The participants in the study mentioned that SSE for them was just an event that they felt was for succumbing to their professional imperatives. Devos and Verhoeven (2003a) echo similar perceptions, who found that teachers have lost faith in SSE since it is artificial and not serving its purpose. It fails to achieve its core mandate because, among other factors, teachers cannot speak to the data collected in an attempt to bring about change in their teaching. The meaning attached to these perceptions is that if SSE is not scrupulously implemented, it may not yield positive results, which is improving quality education.

4.5.3 Lack of Teacher Collectivism in the School Self-Evaluation Process

Perceptions from previous studies manifest a lack of teacher involvement in the planning phase of the SSE ranging from different levels of implementation. The study by Fushimi (2014) reveals that teachers are concerned because they are not involved at the level of policy formulation about SSE. This perception from teachers connotes that there is no democratisation in terms of SSE tools formulation and this red tape holds back the good intention of the SSE, which is an improvement of the quality of teaching and learning. The perception of teacher non-involvement in the SSE process is also articulated in the study by Setlalentoa (2014). Teachers in this latter study lamented that SSE is an activity executed mainly by the SMT members. The SMT is constituted by teachers at promotional posts in schools, namely principals, deputy principals and departmental heads. The minimal or non-involvement of teachers not holding promotional ranks robs such teachers of acquisition of efficacy in the SSE.

4.5.4 No Suitable Follow-up

As noted by Kreitner and Kinicki (2013), feedback is indispensable in motivating teachers to implement SSE in a manner that will be much better as compared to the evaluation implementation of the previous year. Devos and Verhoeven (2003b) agree that for SSE to achieve its aim, the critical friend should be seen interjecting the internal process by way of monitoring and support. The interjection would help to obliterate a single version of school evaluation which might tend to be biased. However, this feedback is missing as teachers submit that there is no follow-up coming

after they (teachers) have conducted SSE (Setlalentoa, 2014). The teachers are also of the view that lack of follow-up after SSE implementation does not urge them to rectify some of the mistakes they might have committed, which renders the evaluation system useless.

4.5.5 Absence of Principal Leadership in School Self-Evaluation

Phillips (2009) emphasises the significance of principal leadership in all the school activities, inclusive of SSE. It is not what is happening at the level of schools, as articulated in some studies. In some schools, teachers believe that their principals do not effectively lead the SSE as they do not disseminate SSE information to the whole teaching staff for perusal and implementation (Devos & Verhoeven, 2003a). As reported, this lack of effective communication of SSE matters is caused by the fact that the principal is apathetic. In the view of this study, the principal does not provide leadership. Devos and Verhoeven (2003b) highlight another perception of leadership challenge whereby some principals do not consult with their subordinates in dealing with SSE dynamics. These researchers show a scenario whereby a principal is leading by aggression on matters relating to the SSE, and the rudeness forestalls the school's progress. As noted by Setlalentoa (2014), there is a need for officials from the quality division to help principals implement SSE appropriately. Once the principals become equipped with the SSE skills, some may tend to change their conduct and begin to influence the SSE activities positively in their schools. The study by Devos and Verhoeven (2003b) attests that the democratic principals lead the SSE correctly, and there is visible advancement in such schools.

4.6 COMPLEMENTARY ROLE OF EXTERNAL EVALUATION ON SSE

In South Africa, a model or procedure is provided for schools to rank themselves (DoE, 2001). The model uses a 5-point Likert scale: 1 means that the school needs urgent support in the evaluated area; 2 means the school needs improvement; a score of 3 means acceptable; 4 means suitable, and five means outstanding. For improvement to be in place, schools need to put a sincere and honest evaluation which will lead to a truthful SIP (Antonio, 2016).

Despite the introduction of SSE, external evaluation remains an integral part of evaluating schools. External evaluation in schools takes place when external personnel visit schools to validate the school's work. Cassano, Costa and Fornasari (2018), Ladden (2015) concur that external evaluation assesses schools done by an outside agency. In South African external evaluation is

vested in the hands of personnel from the DBE. In Ireland, external inspection agencies are deployed to deal with external evaluation issues. As in South Africa, many countries such as the Netherlands, Northern Ireland and Scotland have a hybrid system of evaluation whereby SSE is intertwined with external evaluation.

The overarching aims of external evaluation are detailed in the national policy of school evaluation of South Africa (DoE, 2001). To conduct an external review, the department uses SSE report and samples schools based on those results. That confirms the interdependence of SSE and external evaluation. External evaluation and SSE play a significant role in improving teaching in schools. Improvement is possible when some elements of accountability are considered sacrosanct.

Another essential aspect of external evaluation is an increasing demand for quality assurance in education. In the context of teaching and learning, quality assurance would determine whether or not the teaching offered to learners is of quality. Several things can verify that. The learners' results and the amount of written work could be taken as examples. If the WSE is implemented correctly, it should address quality assurance issues conducted regularly by schools. SSE is the pillar of quality assurance and school growth in quality teaching and learning in all South African schools (Mphahlele, 2018).

4.7 IMPROVEMENT OF QUALITY TEACHING AND LEARNING

This study seeks to clarify teachers' perceptions regarding SSE and the improvement of quality teaching and learning. This section discusses various factors that contribute to the advancement of quality teaching and learning. Of utmost importance is the contribution made by a good quality teacher as part of the equation in SSE and quality teaching and learning. Mincu (2013) affirms that good teachers are an essential variable in the classroom and capable of closing the achievement gap. It then appears to be true because no education system can be better than the quality of teachers in the system. Similarly, part of why teachers should continuously be developed is pointed out later in this chapter.

According to this study, quality teaching and learning is defined as effective teaching delivered by content-rich teachers. Such teachers make use of different teaching methods to help learners understand the subject matter. Ahlberg (2003) states that high-quality learning is simple and connects with prior knowledge. In his view, high-quality education also manifests mastery of

content and clear strategies for asking the right questions and can also probe for new thoughts. High-quality learning and teaching are visible when learners become engaged in what they learn. For Coe, Aloisi, Higgins and Major (2014), motivation brings about high-quality education. These embrace the three learning theories that underpin the study, namely social cognitive, goal-setting and constructivism. According to Haseena and Mohammed (2015), examination results are well-positioned to augment the debate on quality education. These three approaches are the theories of this study, as was shown in the discussion in Chapter 2.

Dykstra (2015) corroborates that teachers are contributors to quality teaching and learning. The teachers can bring quality into the education system provided that they are themselves quality teachers who prepare quality lessons and mark assessments properly. Efficient use of learning time and scientifically proven teaching methods could lead to quality teaching and learning (DBE, 2017a). Thorough examination preparations, effective use of homework, regular assessment and feedback also play a role in improving quality teaching and learning. Van der Westhuizen (2007) adds that schools with a warm school climate have what it takes to transmit quality teaching and learning. The role of the principal in creating the school climate is essential in teaching and learning. The study assumes that if schools adopt some of these processes, quality teaching and learning improvement would be realised. This assumption will be validated after data collection.

As discussed in the introduction of this section, quality teaching and learning is influenced by good quality teachers. Mincu (2015) concurs that teacher quality plays a vital role in the enhancement of learner performance. As this happens, the quality of education is improved. For Rice (2003), teachers are an indispensable factor in realising quality teaching and learning. To this end, a country such as England allocates a colossal budget for education, surpassing the health budget in that country (Belfield, Farquharson & Sibieta, 2018). Goe (2007) states that a quality teacher has the right qualifications, content knowledge and pedagogical knowledge.

However, Weber (2010) has a differing view on the issue, stating no relationship between high qualifications and quality teaching. He posited that it depends on the integrity of a teacher. Some teachers have increased capabilities and are good teachers and vice versa. The researcher's view on this matter is that it is always advantageous to continue studying to catch up with any changes and developments in teaching practice.

The core mandate of the school is to offer quality teaching and to learn through accurate curriculum delivery. Whether pedagogy and learning were successful or not becomes known when learners receive results of their summative assessment. In their capacity as the head of the school, the principals should oversee the effective delivery of the curriculum. DeMatthews (2014) documents that effective principals design assessment and data collection systems that help teachers to improve student performance. Several tools could be developed or adapted and then be used to ensure comprehensive curriculum management in schools. The curriculum coverage management tool is one of those tools that principals and their school management teams (SMT) may use. The SMT is a structure formed by teachers holding promotional posts, namely, the principal, the deputy principals, and the department heads. The principals may use senior teachers in schools where deputy principals and HoDs are not in place or insufficient to perform the managerial roles satisfactorily (Maja, 2016).

The curriculum coverage management tool could be used fortnightly or on a date collectively agreed upon by the entire teaching staff to check the progress in covering the curriculum. The task should be used in conjunction with the work schedule. When there is evidence that teachers are lagging in curriculum coverage, the principals and their SMTs should ask the teacher to develop a recovery plan. The work schedule and the pacesetter should be a point of reference in addressing this backlog. As teachers work towards closing the gap, they become engaged in improving the quality of teaching and learning. This view is supported by Carvalha, Rossiter, Angrist, Hares and Silverman (2020), who recommend implementing catch-up plans as a strategy to make up lost contact time and help improve learners' performance.

4.8 UNDERSTANDING THE SCHOOL IMPROVEMENT PLAN IN SSE

The SIP is a structure that schools design to improve the quality of teaching (Sun, Creemers & de Jong, 2007). Makoelle (2014) believes that SIPs should be crafted to improve the performance of learners. Improvement planning is continuous in SSE, as schools are expected to review their plans annually, looking at the shortcomings and what has been achieved. Thornley (2012) warns that SSE should not be implemented to appease the bureaucracy of the DBE but to come up with a blueprint in terms of improving the quality of teaching and learning.

Arnold (2017) adds that each school's responsibility is to ensure that proper SSE implementation is in place if schools are serious about improvement. Unfortunately, in countries such as Tanzania, SSE is done for compliance purposes, thus not having a positive bearing on the crafting of the SIP. Macbeath (2004) cites an example of the United Kingdom where schools are expected to fill in the templates. The same situation prevails in South Africa, whereby schools have to submit SSE to a circuit office. In South Africa, the circuit is described in Chapter 1 as a group of schools (Secondary schools and Primaries) that fall under a circuit manager's responsibility. According to Bernhardt (2011), a good SIP is the one that helps the school to identify its current position, the future position and what to do to be at a desired improved position.

School effectiveness could be improved by following another continuous improvement cycle which involves evaluating performance by gathering, analysing and interpreting data (Clark County School District, 2012). Data interpretation is about understanding concepts, processes and systems, followed by the planning and implementing strategies. What this means is that there is more than one method of formulating the SIP. This statement is based on the fact that every school is unique and has unique challenges requiring distinct solutions. Applefield, Huber and Moallem (2001) affirmation are that no voice is more important than another. This understanding aligns well with the constructivist learning theory as one of the theories in this study. Constructivism posits that there is no one form of truth. This theory further stresses that individuals are on course of crafting their reality (Fleury, 1998). In essence, when schools follow their path in formulating the SIP, they are creating their reality.

Bernhardt (2011) postulates that there are schools that craft detailed SIPs which go unimplemented because they do not ask the following essential questions;

- Where are we now?
- Where do we want to be?
- How did we get to where we are?
- How are we going to get to where we are? and
- Is what we are doing making a difference?

Furthermore, schools do not have a doable SIP because they (SIPs) have the wrong point of departure and an incorrect conclusion.

4.9 PROFESSIONAL DEVELOPMENT STRATEGIES IN SSE

A considerable body of literature on school effectiveness and quality teaching and learning has corroborated the need for the professional development of the teaching workforce (Burns & Lawrie; Darling-Hammond, Hyle & Gardner, 2017; Yaron, 2017). We live in ever-changing times, and teaching and learning are also affected by these changes, hence the need for the continuous professional development of teachers. Girvan, Conneely and Tangney (2015) maintain that effective professional development should improve the quality of teaching and the improvement of learner performance. In this section, the emphasis is laid on SSE professional development for teachers, which is also Research Question 3 for this study.

4.9.1 Professional Development for Teachers

Bouchamma et al. (2014) highlight that professional development is about equipping teachers with the necessary knowledge and skills to help them implement the SSE to bring about quality teaching and learning. Shava (2016) adds that teachers may acquire good teaching skills that would help them deliver the curriculum with ease through professional development. In the light of the definitions above, the study regards any training that allows teachers to master SSE and IQMS as contributing towards their professional development. In essence, teachers who are conversant with implementing these two evaluation systems (SSE & IQMS) are deemed to be efficacious to deliver quality teaching and learning.

Professional development programmes, including training on SSE, should be conducted, taking into cognisance the teachers' inputs. The involvement of teachers in the arrangement of these workshops would make teachers feel that their professional prowess is recognised by the DBE (Yaron, 2015). Teachers would therefore feel free to submit their needs as part of the programme for professional development. By involving teachers, professional development becomes no longer a matter of compliance purposes only. South African teachers need to be regularly workshopped on SSE matters and pedagogic issues since their entry-level into the system is low compared to many countries where a master's degree is a requirement before an individual could be considered for a teaching position (Major, 2015). For a teaching position in South Africa, an individual needs a four-year Bachelor of Education degree or a three-year Bachelor's degree and a Postgraduate Certificate in Education (PGCE) (DBE, 2015).

Professional development will thrive if it focuses on SSE content and dynamics that will help teachers deal with areas that could help learners perform well (Antonio & Kyriakides, 2013). In a similar vein, Darling-Hammond et al. (2017) highlight that SSE reports through the SIP should ensure that teachers receive in-service training on similar content that they are expected to teach learners. Professional development should include teachers' collaborative learning, which should start by inviting all the teachers to attend the SSE workshops (National Commission on Teaching and America's Workforce, 2016). To this end, studies affirm the positive role of collaborative learning in enhancing the quality of teaching and learning (Allen, Hafen, Gregory, Mikami & Pianta, 2015). Teachers' professional development on SSE could also be in the form of modelling. In this instance, departmental officials can model the implementation of SSE in schools, or the curriculum advisors may model the teaching of a subject to subject teachers within their domain. Curriculum education specialists have promoted teachers who are now office-based and meet teachers periodically to capacitate them in terms of the subject content.

Central to professional development is the issue of workshops that run over a long period. No specific amount of time is considered enough by literature, but micro-workshops seldom achieve their purpose. In the Limpopo Province of South Africa, there is a tendency of convening teachers for afternoon workshops for a few hours (DBE, 2019). The view of this study is that such workshops are not conducive to effective professional development. Teachers first go to the workplace and teach, and then they attend those workshops when fatigue is creeping in. Secondly, the workshops may only skim the surface of a topic such as SSE because of the limited amount of time. Professional development requires that a substantial amount of time be spent on a topic or area of development to be effective (Darling-Hammond et al., 2017). The importance of feedback and review has been emphasised in the theoretical framework of this study, where it was indicated that feedback motivates teachers to work hard in SSE implementation and helps them (teachers) to improve on previous SSEs (Kreitner & Kinicki, 2013).

Short workshops are also used for SSE training. Teachers who form the School Development Teams and the principals are called for a day's workshop not exceeding seven hours. When they return to schools, principals are expected to train other teachers who did not attend the workshop. Principals as instructional leaders should be taken for intensive training as they are expected to educate and support other teachers in SSE implementation.

4.9.2 Other Factors in Professional Development

Effective teachers are aware of the importance of regularly keeping in touch with other colleagues. Professional learning communities (PLCs) aim specifically at enhancing every teacher at the school level. This type of setup is characterised by a clear vision of what the school should look like to help learners effectively. Teachers in the PLCs and leaders are constantly engaged in looking for new ways of teaching and sharing such innovations (Bennet, 2017). When teachers and leaders do that, they are involved in professional development. Therefore, it is logical because there is considerable change in the teaching profession, and teachers need to stay abreast of these changes to remain relevant. Various definitions of a PLC have been proposed, but this study concurs with Snyders (2017) that a PLC is a group of teacher professionals who learn together constructively and collaboratively. The main aim is to improve teaching and learning that should benefit both the teacher and the learner.

Wilson (2016) opines that PLCs stress teacher growth and enhancement of quality teaching and learning. At the heart of the PLC are mutual trust, support and constructive criticism. In this environment, teachers are also guided by a shared vision, collective responsibility and learner centredness. In executing leadership, school principals should ensure that they give teachers support (DBE, 2017). The support should embrace motivation, resource provision and giving teachers space to lead. Characteristics embraced within the instructional leadership of the principal are detailed in the next section of this chapter.

Teachers can create PLCs by participating in subject committees, school-based workshops, circuit workshops, centres for teaching learners from different schools, peer teaching and many other activities. Teachers could further create SSE communities in terms of their circuit demarcations. During these interactions, sharing of various materials should be encouraged. They could also share teaching methods considering peer teachers' efficacy in a particular topic (Bandura, 1977). The practice will help significantly improve the quality of teacher instruction and that of the SSE.

Quality teaching and learning can also be improved by the quality of the educator in charge of the teaching. Teachers with curriculum efficacy stand better at juggling different teaching methods when they deliver content to the learners.

The IQMS was introduced to help in addressing teachers' weaknesses. The shortcomings of teachers are detrimental to quality teaching and learning. According to Thobela and Mtapuri (2014), some measures should be put in place to address the challenges that teachers experience. In dealing with teachers' challenges, the DBE introduced the IQMS (Sekgale, 2016). In this study, Sekgale (2016) found that the IQMS was a sound initiative capable of improving the quality of education but was marred by challenges such as teachers' negativity and complaints that the paperwork was time-consuming. There are four (4) IQMS performance standards that are used in the South African education system:

- (i) Creation of a positive learning
- (ii) Knowledge of curriculum and learning
- (iii) Lesson preparation and learning
- (iv) Learner assessment and achievement (DoE, 2003).

The performance standards are used during teacher evaluation to determine both the teachers' strengths and weaknesses. Once the deficiencies are detected, the teacher will then develop a PGP, which will be used for designing professional development strategies for a particular teacher (DoE, 2004a).

The expectation with performance standard number 1 is that the teacher should create a positive learning environment. This environment should allow learners to take part in their learning actively. Exemplary implementation means that the teacher has succeeded in manipulating the learning space, learner environment, discipline and diversity (Bhikisha, 2011). Performance standard two deals with knowledge of curriculum and learning programmes. In this performance standard, the teacher should be able to show understanding in the learning area, have skills in the subject, do goal-setting with his or her learners and involve them in the learning programme. The third performance standard needs teachers to be competent in lesson planning, preparation and presentation. It also includes recording and management of learning programmes. The fourth is about learner assessment. The last-mentioned is the pillar of teaching and learning. It provides feedback to learners, knowledge of assessment techniques, methods, and record-keeping (ELRC, 2003).

As other factors in SSE professional development for teachers, assessment is also critical in debates around SSE. Assessment is a barometer that teachers use to measure learner progress during their journey in a particular grade. Teachers can succeed in their teaching endeavours if they use teaching and assessment together (Wood-Wallace, 2016). With an appraisal, teachers become engaged in the part of the teaching process that seeks to assess whether learners have achieved a particular learning objective of the curriculum. This form of assessment happens under strict conditions, which usually takes the form of invigilation. Teachers typically use formative and summative assessments. Formative assessments are administered continuously throughout the year by assessing homework, classwork, research, and assignments. Teachers need to carry out these types of assessments daily if possible. Ghaicha (2016) points out that written work output helps in improving quality teaching and learning. Through these kinds of tasks, teachers can identify where learners are lagging content-wise and formulate turnaround strategies to try and deal with the learners' challenges (Looney, 2011).

Summative assessments are administered periodically. Essentially, these assessments round off what took place during the entire teaching and learning process. These happen at the end of every quarter. The parents are then informed about the progress of their learners. According to Looney (2011), learners' summative assessment is used to effect promotion, certification or admission into institutions of higher learning. To cite an example, in South Africa, learners need to pass Grade 12 and have a Bachelor's pass before being admitted to a university or any institution of higher learning. Certification, as a form of summative assessment, plays an important role even in universities.

4.9.3 Other Development Strategies in SSE and Quality Education

There is a vast amount of literature about the factors or systems that contribute to effective and quality education and professional development. These factors have been shown to have a significant impact and are thus highlighted in this section.

(i) Time management

Time management refers to all the methods used to ensure that time is used cost-effectively. Effective schools are aware that time is crucial in effective teaching and learning. For this reason, such schools put measures in place to monitor the effective use of time. Ugwulashi (2013) submits that time plays an essential role in improving school life. It should be incumbent upon the principal to ensure that this natural resource called time is used wisely (Phillips, 2009). School principals and their SMTs should design tools that will help in managing time.

Conversely, some contextual factors lead to a loss of time. Early knocking-off by teachers due to unforeseen circumstances can be taken as an example. An excellent instructional leader is aware of these factors and should urge teachers to devise a catch-up plan to compensate for the lost time if quality teaching and learning is to be achieved (Carvalho et al., 2020).

(ii) Positive learning climate

A school experiences a positive learning climate when there is a good relationship among all the stakeholders in the school. According to Maxwell, Reynolds, Lee, Subasic and Bromhead (2017), the school climate is every aspect that forms the features of the school, like the norms, values and the school atmosphere. According to Marsh, McGee and Williams (2014), the environmentally warm school climate becomes possible when there is amicable interaction between everyone at the school level. In an environmentally warm school, respect reigns supreme and is incorporated as part of the school ethos. Schools can use classroom rules to usher in a favourable climate (Siegberer-Nagler, 2016).

Similarly, the school code of conduct for learners and teachers could also ensure a positive school climate. A positive learning climate enables everyone in the school to enjoy teaching and learning. In the presence of a positive learning climate, the quality of teaching and learning is bound to improve.

(iii) School culture

The school culture is all the habits and practices of a particular school. For Kane, Hoff, Cathcart, Heifner, Palmon and Peterson (2016), school culture incorporates the values, belief patterns, approaches to teaching and learning and the relationships among the school community. The school culture stretches to the norms, the unwritten rules, traditions and idiosyncrasies of a

particular school. Confeld (2016) propounds that aspects like rituals, customs and ceremonies form school culture. Furthermore, functions such as school farewells and excellence awards ceremonies are examples of such traditions. These rituals are the magnets that bring the school's stakeholders closer together, thus leading to social cohesion. As long as they are together, they will see things from the same point of view regarding the core mandate of the school. As Silver (2017) noted, part of the school culture schools is displaying symbols that represent the school. These symbols could be medals of achievement in different categories like music, sport and academic achievements. A school that displays such symbols in its administration block is dignified and appears business-like.

(iv) Accountability

Accountability is about knowing what led to a particular outcome and what to do, moving forward to curb underperformance or sustain good performance. Spaul (2015) maintains that being accountable implies being able to justify the results of an arrangement and taking responsibility for it. In the school context, accountability will, therefore, relate to schools taking responsibility for the products or their SSE performance and test scores performance. Schools should, in turn, be in a position to articulate the plan they will embark on to remedy the situation in case of poor performance. Khalil (2016) propounds that accountability is a measure to improve school effectiveness and learners' learning. Dangara (2016) affirms this by pointing out that accountability helps schools attain their goals and enhances teaching and learning quality delivery. Conversely, lack of accountability leads to complacency by teachers, which may lead to a decline in the quality of teaching and learning. Principals should, therefore, ensure that they put in place rigorous accountability sessions in schools where teachers should be expected to indicate mitigating factors in case of poor performance in the SSE or the learners' performance.

4.10 INSTRUCTIONAL LEADERSHIP IN SSE IMPLEMENTATION

This study believes that if there is poor instructional leadership, learners' results will be negatively affected. Thus, the study concurs with observations that there is a correlation between SSE instructional leadership efficacy and quality teaching and learning (Gurley, Anast-May, O'Neil & Dozier, 2016; Spaul & Kotze, 2015). At stake here is that the concept of 'instructional leadership' emanates, and what it means in the context of this study as an investigation is situated within the

field of management education. Flashback 19th century, an inspection model was at play in three countries, namely Australia, England and North America. Instructional leadership as a concept gained speed in the 1970s after it became used to stress the roles that principals as leaders of schools had to play (Gurr, Drysdale & Mulford, 2006). From its original descent, the concept (IL) mutated when it started to consider the part that the principal had to play in improving instruction and quality teaching and learning. Citing an example of the result of such a process of alteration of instructional leadership concept, the Tanzanian Ministry of Education allocated various functions on the job of the principal such as supervising teaching, ensuring the prevalence of quality teaching and learning through proper implementation of SSE, an environmental school, facilitating quality teaching and learning as well as effective utilisation of the contact time (MoEVT, 2011).

Instructional leadership is understood to be the role that the principal plays in supporting teachers to impart quality teaching and learning and the part the principal plays in supporting teachers to implement SSE. SSE is included because of its contributory role in matters involving teaching and learning and falls within the scope of this study. DeMatthews (2014) argues that instructional leadership in SSE embraces all the functions expected from the principal concerned with the promotion of quality teaching and learning through SSE. Phillips (2009) views instructional leadership as the processing of setting goals and evaluation of teachers. Instructional leadership is also about the actions taken by the principal or those delegated by the principal to promote SSE implementation for the improvement of teaching and learning. According to Manaseh (2016), instructional leadership happens when the principal is fully aware of what teachers are doing in the classrooms or SSE implementation, is taking part in annihilating teachers' capacity constraints and is sustaining the strengths of all the teachers. The author further propounds that instructional leadership is about generating new knowledge to ensure that quality teaching and learning reigns supreme.

To augment the principals' handicap about instructional leadership, Keefe and Jenkins (2000) refer that the DoE may promulgate and provide schools policies addressing, among others, the following aspects:

- What is expected of learners in terms of performance and conduct?
- Relevant policies can assist in curbing contact time extravagance.

- Allocation of supervisory roles.
- Policy on the provision of professional development- this policy may also cater what to include as part of the professional development sessions.
- A policy that directs teaching that is content focused and based on well thought and researched teaching methods.

4.10.1 Instructional Leadership and Professional Development

Professional development has been defined in the previous section of this thesis as all the efforts to empower teachers to implement SSE that may be pivotal in improving quality teaching and learning. Many aspects of professional development were then discussed; after the definition, this section highlights professional development as a role of the teacher in the highest position in the school (principal). Literature posits that the principal as the head of the school is held accountable for building the capacity of their teaching staff in terms of all the domains in the school, SSE included (Centre for Comprehensive School Reform, 2005; Gurr et al., 2006; Phillips, 2009). In a similar vein, the principal, as teacher number one in the school, is obligated to discharge guidance and supervision and proffer professional advice on the work and performance of the teachers (ELRC, 1998). As Leithwood, Seashore, Anderson and Wahlstrom (2004) view it, the principal as the school head should accomplish their role as instructional leaders to help teachers inflate their content and SSE knowledge. Given this author, augmentation of content gap and SSE void could take various forms such as colloquiums, sharing good practices, emulating lessons of teachers doing good in a subject. In executing all of the practices mentioned above, the principal will heighten teachers' efficacy, which may improve the quality of teaching and learning in the long run.

4.10.2 Instructional Leadership and Goal-setting

Goal-setting theory has been discussed as part of the study's theoretical framework in Chapter 2. It was clearly stated in Chapter 2 that goal-setting could help schools achieve their targets and improve the quality of teaching and learning. By and large, the school principal should play an instrumental role in ensuring that the school sets a target. Sinnema and Robinson (2012) claim that principals are expected to play a focal role in setting goals commensurate with the intensification of quality teaching and learning. This view is upheld by Hoy and Miskel (2008), who avers that

the instructional leadership toolbox of the school principal must contain the equipment appropriate for setting and adjusting school SSE goals. An example of setting an SSE goal could be that of the principal identifying certain areas for evaluation with a view to SSE implementation towards improving the quality of education. Sinnema and Robinson (2012) bemoan that although principals confess that goal-setting is one of the essential aspects of improving quality teaching and learning, some principals still struggle to craft the goals of their schools. Principals who lack efficacy in goal-setting may find it challenging to improve the quality of teaching in their schools.

4.10.3 Implications of Instructional Leadership on Quality Teaching and Learning

In the context of this study and that of Kabeta, Manchisi and Akakandelwa (2013), effective instructional leadership is the one that puts teaching and learning as number one on the priority list. The chief aim of prioritising teaching and learning is to improve the quality of teaching and learning. Leithwood et al. (2004) uphold the rationale above, and further show that the principal's leadership role contributes to about 27% of enhancement of learners' performance which connotes to the improvement of quality teaching and learning.

In support of these authors, Fullan (2002) opines that the principal's instructional leadership role is now regarded as the hallmark of massive educational transformation capable of bringing about the much-needed improvement of quality teaching and learning. All of the submissions above suggest that instructional leadership and quality teaching and learning are closely related. As viewed by Leithwood et al. (2004), the role of the principal as the instructional leader is to usher in an environmentally warm school climate that will be contributory to the improvement of quality teaching and learning. Much as the instructional role of the principal is acknowledged as crucial for improving quality teaching and learning. The concern is that some principals are inefficacious when it comes to instructional leadership. This lack of efficacy in instructional leadership by principals makes it difficult for them (principals) to empower their teachers, and the direct consequence is no improvement in quality teaching and learning (Kwinda, 2002). In essence, one can detect that the principal's 'instructional leadership' roles have a considerable bearing on quality teaching and learning.

The two sections below briefly discuss collaborative leadership and facilitative leadership as other components of instructional leadership imperatives.

4.10.4 Collaborative Leadership: Visions and Missions

According to Vitale (2016), collaborative leadership can bring about a democratic environment whereby a collectivist approach can be used to enable the school to run effectively. This environment allows all stakeholders to own and account for any programme of the school. The researcher's view is that principals of schools need to be aware of this dimension and that the implementation of this type of leadership can also help improve the quality of teaching and learning. Additionally, collaborative leadership relieves the principal from some of their workload (DeMatthews, 2014). Through collaborative leadership, there is a free flow of communication and capacity-building of the teaching staff members (Vitale, 2017). The leaders lead by listening to all members of the organisation, in this case, the school. Lee and Li (2015) indicate that teachers tend to suspend their interests in favour of the schools' collective effort where there is collaborative leadership. This type of administration may, to a greater extent, eliminate defiance and dissatisfaction as everybody is involved in the school's decision-making.

Vitale (2016) identifies five building blocks for effective collaborative leadership as teachers pursue a shared vision, thus emphasising the importance of the vision statement. It means that collaboration must spread throughout the whole organisation. Secondly, the idea should speak to the goals that the organisation seeks to address. The third aspect is that teachers in a school should be willing to share the workload equitably. The fourth building block is that honesty should prevail among the teaching staff at all material times. Honesty and trust will lead to respect among the members of the organisation. The fifth and last building block is that communication is considered the most critical component (Vitale, 2016). An open and trusting forum should prevail where members are free to engage. Proper communication channels should enhance communication among members of the teaching staff.

Similarly, Hauge, Norenes and Vedoy (2014) concur that collaborative leadership is a positive factor in improving learners' scores. There are instances where the principal is expected to take decisions unilaterally, whether they are famous or unpopular, as long as the decision is in the interest of quality teaching and learning. The principal, therefore, does not have to relinquish his or her power. In this instance, the principal should be guided by departmental laws and policies.

Every organisation, schools included, should craft a vision statement that will assist in propelling it forward. In the school setup, the vision statement can help the school attain the organisational goal of improving quality teaching and learning. Speaking about the vision, Martin, Ankel and Santen (2018) uphold that the vision includes the things the school strives to achieve, such as implementing SSE that could improve quality teaching and learning. The progress in quality teaching and learning is evidenced in schools where test scores are high and learners pass final examinations very well. Literature documents that the school vision is a crucial element of school leadership (Mombourquette, 2017). Hugh and Myles (2016) assert that the school's image is realised among others through the leadership of the principal and that effective leadership styles may range from transformational leadership to shared leadership. Visioning, in essence, is not a one-person show because its execution requires the collective to realise it. However, the school leader should live the vision and encourage all members of the teaching staff and the learners to embrace it.

Sherab et al. (2015) state that the vision manifests motivation and a sense of purpose, leading to dedication and commitment to the ultimate goal, which is teaching and learning. Kedir and Geleta (2017) corroborate the importance of a shared vision as it is the vehicle that propels schools towards the realisation of quality teaching and learning. For this study, every school should have a vision statement and adhere to it meticulously. It is taken for granted that no school exists without a vision statement. On a different note, Papulova (2014) writes that some schools operate without vision statements, while some exist with ambiguous vision statements. These two facts connote that such organisations are moving without direction. The vision statement should be a simple statement though challenging, attractive and motivating.

The mission statement is the by-product of the vision statement. Many factors should be taken into consideration when formulating a mission statement. For Kokemuller (2018), a mission statement is a pronouncement on the purpose of an organisation. It guides the organisation towards the attainment of its objectives. In a nutshell, the mission statement explains how the vision will be realised. Agwu (2015) explains that the mission statement describes the school's primary aim and responds to its critical questions about its existence, i.e., the what, why and who become motives for the organisation's activities; in this instance, the school. The school should formulate a concise mission statement that is congruent with the vision statement. These should be visible to all and

sundry. Their visibility will serve as a message to anyone visiting the school as to what it stands for. It will also serve as a constant reminder to all stakeholders as to why the school exists. A mission statement can be displayed at the entry point of the school for by-passers to view. The principal's office should also display this mission, e.g., on a plaque or picture frame.

4.10.5 Facilitative Leadership

Coherent facilitative leadership leads to improved learner performance, which directly relates to enhanced quality teaching and learning (Mafuwane, 2011). Facilitative leadership solves problems at hand and creates a sense of support among the teaching staff to be more effective and constructive (Hartman, Allen & Miguel, 2015). Facilitative leadership can take the form of class visits by the principal or other members of the SMT. During the class visit, the principal should use a classroom observation tool. This tool should be used when the teacher is busy teaching to identify their strengths and the areas that may require development. Literature suggests that for principals to execute the classroom visitations effectively, they should attend curriculum-related meetings with their teachers (Jenkins, 2009; Mafuwane, 2011). Upon attending such workshops, principals will accumulate a wealth of knowledge that will enable them to support their teachers. When principals help their teachers in discharging the curriculum, the quality of teaching and learning will improve.

As part of instructional leadership, the principal should provide teachers with enough resources to improve the quality of teaching and learning. The Learner Teacher Support Materials (LTSM) are crucial resources that principals should provide to their teachers and learners. The LTSM refers to all the material that is needed to support quality teaching and learning. It also refers to items such as textbooks, stationery, chalks, and other items that support teaching and learning. In the view of Milligan, Koornhof, Sapire and Tikly (2018), LTSM, teachers, and learners are equally important in teaching and learning. In other words, quality teaching and learning may seldom be realised in the absence of one of these three aspects mentioned above.

The principal should also ensure that the resource is compliant with Curriculum Assessment Policy Statements (CAPS) (DBE 2011). CAPS is a single comprehensive and concise curriculum policy strategy. It has taken the place of Subject and Learning Area Statements, Learning Programme

Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R-12. (DBE, 2011).

The documents mentioned above serve as the roadmap of quality teaching, and learning and their importance cannot be overemphasised. Certain materials such as study guides may be essential but not be provided by the DBE. It is the role of the principal to make sure that such materials are purchased. An effective instructional resource manager is the one who affects the timeous requisition of both stationery and textbooks. As noted by Mafuwane (2011), adequate LTSM plays a significant role in enhancing the quality of education. Conversely, the timeous availability of relevant resources in some schools is sometimes thwarted by late arrivals of stationery and textbooks (South African Human Rights Commission (SAHR), 2013). Table 3.1 below summarises the critical knowledge, skills and context of principals as instructional leaders.

Table 4.1 Knowledge, skills, and context of principals as instructional leaders

Knowledge	Skill	Content
The instructional leader should know and understand	The instructional leader should be able to	The content should show evidence of:
<ul style="list-style-type: none"> • What goes on in every classroom • How to assess entire school and expectations at various grade levels • Curriculum development, standards, accountability • As “captain of the ship” the principal should know the “trade” inside out • All members of his/her staff 	<ul style="list-style-type: none"> • Facilitate • Mediate • Coordinate • Problem solve • Be empathetic • Be visionary • Take risks • Establish good working relationships with teachers • Plan and coordinate curricular, social, and cultural diversity • Perform multiple tasks 	<ul style="list-style-type: none"> • Students’ learning • Effective discipline • Principals’ willingness to be the “jack of all trades” • Good instruction with a process for “handling bad” teaching and teachers • Adults talking with kids, watching them, and learning from them • Teaching that addresses children’s ethnicity, culture, language,

Knowledge	Skill	Content
<p>The instructional leader should know and understand</p> <ul style="list-style-type: none"> • People’ strengths and areas of development • Learning activities to produce desired learner outcomes • Supervision models (e.g. clinical supervision) • Political dynamics in the community 	<p>The instructional leader should be able to</p> <ul style="list-style-type: none"> • Synthesise • Implement educational goals • Manage time effectively • Build effective master schedules • Support teachers in providing quality education for all students • Forge partnerships and garner resources • Nurture cooperation between schools and communities they serve • Assess the needs and strengths of the school and community 	<p>The content should show evidence of:</p> <ul style="list-style-type: none"> • differences in learning style, and why they act the way they do • Excitement, collaboration, empowerment of teachers and students • Community involvement and good customer service • Trust at all levels • Active community partnership

(Adapted from Chang, 2001:58).

Based on the literature reviewed in this study, quality teaching and learning is possible in instances whereby teachers are regularly developed. Literature reveals that the principal as a resource manager is supposed to be at the forefront in providing teachers with relevant material so that they would be able to unpack the curriculum to improve the quality of education (DeMatthews, 2014; Phillips). Furthermore, a school needs to be functional if it is to do well in delivering quality teaching and learning. The basic functionality of a school revolves around, among other things, good leadership and effective management provided by the school principal. Effective leadership

is viewed in the literature as contributing to enhancing learners' performance (DeMatthews, 2014; Hauge et al., 2014; Phillips, 2009).

A safe environment is helpful as it makes both teachers and learners relaxed and receptive to the work ahead, teaching and learning. The school code of conduct for learners and classroom rules are examples of documents that can help schools maintain safety conducive for transmission of quality teaching and learning (Siegberer-Nagler, 2016). The involvement of parents in schools is imperative for the improvement of learners' performance, which contributes to the improvement of the quality of education (Garcia & Thornton, 2014). Concerning school infrastructure, there is a view submitted in the literature that good buildings contribute to the improvement of education. Learners in such an environment have ample space and a healthy environment that enables them to enjoy learning (Adebe, 2012; Barret, Treves, Shmis, Ambasz & Ustinova, 2019). Conversely, Cohen and Bhatt (2012) argue that teaching and learning may not improve if teachers do not put the sophisticated infrastructure to good use.

4.11 CHAPTER SUMMARY

The chapter discussed literature relevant to SSE. The SSE in the study context was explored, and the global perspective related to SSE was discussed. The chapter discussed external evaluation or school inspection and how it complemented the SSE. International perspectives on SSE was discussed. The chapter also discussed the SSE perspective in South Africa. The chapter discussed perceptions of teachers on SSE from previous studies. Issues such as SSE professional development strategies and SSE instructional leadership tactics were also addressed. The next chapter provides a discussion of the research methodology used to conduct the study.

CHAPTER 5: RESEARCH METHODOLOGY

5.1 INTRODUCTION

The chapter discusses the research methodology used in the study and the rationale for the methodology and its selection. The research methodology was selected to ensure that the aim and purpose of the study – which is investigating teachers’ perceptions of SSE and quality teaching and learning, are achieved. The chapter also discusses the research paradigm, the research approach, population of the study, the sampling procedure, the data collection methods and analysis. Ethical considerations, reliability and validity, are also discussed.

5.2 INTERPRETIVIST RESEARCH PARADIGM

A research paradigm refers to a belief around how the data should be collected, used and analysed to study teachers’ perceptions of SSE and quality teaching and learning using humanistic qualitative methods (Reshetnikov & Kurowska, 2017). The assertion by Blaikie (2009) is that strategies adopted in research operate within theoretical, philosophical and methodological perspectives, all of which combined are referred to as a research paradigm. The study adopted the interpretivist paradigm to objectively analyse the data to understand the SSE setup as interpreted by the teachers who interact with the evaluation process daily (Chowdhury, 2014; Dash, 2016).

Through the interpretivist lens, the researcher incorporated human interests in the study and further acknowledged the various perceptions of teachers concerning the topic under study. The interpretivist paradigm further helped the researcher construct reality as experienced by the participants by interacting with teachers in their schools, where SSE, teaching and learning took place (Thanh & Thanh, 2015). The researcher preferred interpretivism because it subscribed to various methods to enhance comprehension of the topic under study (Yanow, 2014). Thus, the three data collection methods, the semi-structured interview, open-ended questionnaires, and focus group discussions, were used to understand better teachers’ perceptions of SSE and the quality of teaching and learning. These methods facilitated an ongoing dialogue with the social actors, who were teachers in this study. Due to the dialogic nature of the methods used, the researcher interacted with the participants in the study through listening, talking, probing and sharing, and obtained their perceptions on SSE and quality teaching and learning. This dialogic nature used in data collection uncovered reality from the social world subjectively.

The researcher chose the interpretivist paradigm because of its relationship with constructivist theory. Both interpretivist and constructivist scholars believe in the social construction of meaning. According to Bhattacharjee (2015), constructivism is about crafting new knowledge, while in interpretivism, data is produced and then interpreted. The interpretivist paradigm helped the researcher address critical matters of shared meaning and understanding in implementing self-evaluation in schools (Reshetnikov & Kurowska, 2017). Participants in this study constructed knowledge within the confines of the social-cultural context with the influence of their prior knowledge in SSE.

The study acknowledged the existence of multiple realities in an interpretivist qualitative study. The personal experiences and viewpoints of the researcher were outlined where necessary and relevant (Smith, 2015). The researcher also played an active part as the primary research instrument (Evans, Nistrup, Henderson, Allen-Collinson & Siriwardens, 2018). Both the prospective and retrospective aspects of reflexivity were considered (Attia & Edge, 2017). During the data collection processes, the researcher stepped continuously back from the action in allowing free interpretation and reality of the concepts as understood by the participants. A reflective journal was also kept to help the researcher to document events for later reflection. The reflective period helped the researcher suspend his or her ideas and allowed the voice of the participants to prevail. A reflective journal helped the researcher document reflections expressed in emotions and through expressed sentiments.

Interpretivism suited the study to deal with the data without considering some as wrong and others as correct. Consistent with interpretivism, the study used three theories to augment each other during the data collection and analysis. The study used the goal-setting theory, the constructivist theory and the social cognitive theory, as explained in Chapter 2. These three theories were linked to the study's various aspects, such as data and literature during the data analysis and interpretation stage. The theories, together with literature and the data, helped formulate themes for data presentation and findings. These theories also helped corroborate the philosophical stance of qualitative studies and the interpretive paradigm that truth is multi-layered and subjective. Through the interpretivist paradigm, the study managed to impose its epistemological and ontological standpoint throughout (Friedrich, Schlauderer, Weidinger & Raab, 2017). The researcher chose the interpretivist paradigm because of the standpoint of the paradigm that human nature is not

static (David & Sutton, 2011). Given this standpoint, the researcher's perception was that SSE's ontology and epistemology were evolving.

During the data collection processes, the researcher continuously stepped back from the action to theorise about the study. Reflexivity helped bracket the researcher's preconceived ideas by allowing the participants a voice in the study. As a practising teacher, the researcher used his prior knowledge on SSE, external evaluation and professional development. Trust collaboration, corroboration and trustworthiness were used as reflexive or intuitive tools. These aspects are discussed later in this chapter.

5.3 MIXED-METHOD STUDY DESIGN

The study used a mixed-method design with an inclination to qualitative study to obtain teachers' perceptions towards SSE and its effect on quality teaching and learning. Leedy and Ormrod (2015) highlight that mixing quantitative methods and qualitative methods depends on the researcher. Given these authors, some quantitative methods help in appeasing the weaknesses of qualitative methods. According to Creswell (2014), qualitative design is the type of inquiry that collect data from participants in situ to obtain their (participants) lived experience of the phenomenon under investigation. In this study, data was collected from the teachers' workplace, which is the school. The mixed-method design was adopted to enable the researcher to use suitable methods to answer the research questions of this study. The qualitative research methods (semi-structured interviews, focus group discussions & observations) and one quantitative method (open-ended questionnaire) were therefore considered relevant to evoke perceptions about SSE from the participants and helped in giving a complete description of the research concerning the participants (Eyisi, 2016).

Consistent with the qualitative design, the research took the emic approach by involving teachers who were immersed in the implementation of the SSE at schools. Leedy and Ormrod (2015) assert that data collection in qualitative studies is grounded on the researcher's involvement. In this study, the researcher was involved in conducting the semi-structured interviews, the focus group discussions and observations as qualitative methods and administering the open-ended questionnaires as a quantitative method (Maree, 2011). Pezalla, Pettigrew and Miller-Day (2012) show that the researcher makes meaning concerning the phenomenon under study by interpreting the participants' voices. The mixed-method approach of three qualitative and one quantitative

method suited the study because it brought about the thick information concerning teachers' perceptions of SSE and how it could impact quality education. An in-depth investigation of human behaviour included teachers' interactions, thought, reasoning and norms. As Eyisi (2016) advises, the rapport established between the researcher and the participants contributed positively to the free discussion of issues raised in the thesis.

The study selected the case study design to investigate the perceptions of the teachers. Heale and Twycross (2017) define a case study as a design in research that seeks to study a person, a group of people, a unit or a community. Through the case study, in-depth data from the participants was collected and analysed. The case study design helped deepen the teachers' perceptions of SSE and quality teaching and learning (Bassey, 1999). It should be noted that case studies can be used in understanding unique and specific experiences of individual cases without necessarily generalising the findings to a whole population. In this study, the researcher selected seven secondary schools to obtain perceptions of teachers on SSE. The selected schools were defined as multiple cases because each school was used as a case to replicate or refute findings from the other cases, thereby enhancing the credibility of the results. The researcher selected schools with experience in SSE over the past five years to investigate, compare and contrast their experiences. The multiple cases were selected from schools that performed well and those that performed inadequately, as assessed by the DBE over five years. A multiple case study was also relevant because it confirmed the theoretical assumptions and augmented the literature on the topic under study (Gustafson, 2017).

Multiple case studies come with both advantages and disadvantages. In this study, the researcher was cautious of the obstacles while emphasising the benefits. Through multiple cases, the researcher was able to identify both similarities and dissimilarities that existed between the cases. Multiple cases provided the study with reliable, diverse opinions and robust evidence (Gustafsson, 2017). A multiple case study provided transparent information regarding teachers' perceptions of all the research questions in this study, and the researcher was able to justify the value of the study. Therefore, the impressions could be transferred to other secondary schools, such as inadequate training of teachers and the co-option of ordinary teachers to take charge of SSE matters. This data can be transferable and, at the same time, can be validated in different settings.

5.3.1 Population of the Study

Alvi (2016) defines a *population* as the entire group of people within the phenomenon under study. The population of this study was made up of teachers in the Mankweng Cluster. The teachers included in this study were all from secondary schools in Mankweng Cluster, a demarcated area of the Capricorn District, composed of five circuits: Dimamo, Lebopo, Kgakotlou, Mamabolo and Mankweng. Every circuit is made up of primary schools and secondary schools and has its circuit manager. All the circuits are accountable to the district director. The teacher population in the cluster at the time of the study was 33 principals in the secondary schools, 112 HoDs and 316 teacher-participants. Principals are considered in the teacher population because of the all-inclusive definition of the term ‘teacher’ in the study. The population of teachers (316) included those teachers with teaching experience of (1-5 years, 6-9 years and ten years and upwards). Through interaction with the circuit managers, the researcher was able to find the relevant teachers as a sample for the study who had been involved in the implementation of the SSE for the past five years (personal communication, circuit managers, 2020).

Table 5.1: Population demographics of teachers in the secondary schools of Mankweng Cluster.

Population of teachers in the selected schools in the Mankweng Cluster	Female teachers	Male teachers	Total	Percentage of participation rate per group
Population of principals	11	22	33	21.2%
Heads of Department	45	67	112	25%
Teachers with between 1 and 5 years’ experience of SSE	17	39	56	12.5 %
Teachers with 6-9 years’ experience of SSE	50	40	90	7.7%
Teachers with 10 years or more years’ experience of SSE	88	82	170	4.1%

Population of teachers in the selected schools in the Mankweng Cluster	Female teachers	Male teachers	Total	Percentage of participation rate per group	
Total teacher population in the study	211	250	461	Female % 45,8	Male % 54,2

The total population of teachers for this study was 461. The number of female participants was 211, amounting to 45,8% of the study population, and men were 250, which translated to 54,2% of the entire population.

5.3.2 Sampling

Sharma (2017) explains sampling as a technique used in research to select a smaller number of participants from the population relevant to answer the research questions. In this study, the researcher selected 55 participants out of a population of 461 teachers in the Mankweng Cluster (20 teachers, 28 HoDs and seven principals). The researcher used the purposive sampling technique as a suitable method.

Creswell (2014) describes purposive sampling as a technique based on the participants’ distinct characteristics and knowledge of the investigated phenomenon. In line with Creswell’s perspective, the researcher used purposive sampling to find participants who were conversant with SSE to share information to answer the study’s research questions. In order to obtain rich data, the researcher sought teachers with a range of experience in the implementation of SSE (1-5 years, 6–9, 10 and above) and school principals. The researcher selected two schools that had performed inadequately in SSE over the past five years (i.e., from 2015–2019) and five that had performed well in the same period. In order to select the relevant schools meeting the criteria and the purpose of this study, the researcher contacted the Circuit Managers in the Mankweng Cluster, and they provided a list of all schools together with SSE performance for each school in the past five years (personal communication, circuit managers, 2020).

The advantages of purposive sampling were that the researcher was able to select a homogenous sample (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015); i.e., the participants were chosen because they had similar characteristics, namely that they were teachers in different ranks with experience of SSE implementation. Purposive sampling has the advantage of minimising mistakes in collecting the data because the researcher used multi-method strategies, namely interviews, focus groups, observations and questionnaires (Sharma, 2017).

5.4 DATA COLLECTION METHODS AND INSTRUMENTS

Data collection refers to collecting data from the participants through various research instruments to interpret the data to answer the research questions and the research topic (Sapsford & Jupp, 2006). According to Parveen and Showkat (2017), all research processes, irrespective of the field, largely depend on data collection to achieve their objectives. *Instrumentation* can be defined as the tools used by the researcher to collect data relevant to the research questions (Salkind, 2010). As highlighted by Nkatini (2005), it is the primary role of the researcher to ensure that quality data is collected, and that could be achieved through the utilisation of different data collection methods. Because of this assertion, the researcher chose an array of research instruments as discussed below.

5.4.1 Semi-Structured Interviews

Adhabi and Anozzi (2017) and Wagner, Kawulich and Garner (2012) describe semi-structured interviews as a conversation between the interviewer and the interviewee, with the former intending to obtain information about the topic under study from the latter. All seven principals were interviewed in their schools, in their offices, considered a natural setting for the study (McMillan & Schumacher, 2010). The face-to-face, semi-structured interviews included 18 questions related to the objectives of the study. Where the questions were not adequately answered, the researcher probed for more detail by asking further questions for clarification. The researcher used the interview guide, prepared beforehand to collect data from the principals (Appendix C).

At the interviews, the researcher observed the ethical issues discussed in a subsequent section of this thesis. The interviews took between 60–70 minutes, depending on participants' engagement with the subject in providing information-rich data (McMillan & Schumacher, 2010). The data collection for this study took place from 17 April until 17 May 2019. Thus, interviews were conducted over four weeks and three days. In some instances, interviews had to be cancelled and

re-scheduled to accommodate the principals' commitments that clashed with interview appointments.

5.4.2 Open-Ended Questionnaires

According to Johnson and Christensen (2012), an open-ended questionnaire is a self-report data collection method used by researchers to collect data from the respondents in a research study. Creswell (2012) further corroborates that open-ended questionnaires are helpful in mixed-method studies because they allow the participants to express themselves regarding the phenomenon under study. The researcher distributed the open-ended questionnaires to the 20 teacher-participants in the seven schools and collected them later, after three weeks. The respondents were asked to complete the questionnaires, and if they had any problems, they could call the researcher. However, some respondents could not work on the questionnaire, and they were not ready on the arranged collection date. There was a questionnaire return rate of 60% (translating to 12 questionnaires returned as planned and promised). The researcher arranged to come back to the remaining eight participants to collect the questionnaires. Ultimately all eight were collected. Thus, the return rate was 100%.

5.4.3 Focus Group Interviews

A focus group discussion (FGD) is an interview held with participants with homogeneity (Dilshad & Latif, 2013). In this study, the researcher selected HoDs (28), four from each selected school to form a group of participants with similar experience in the implementation of SSE. As mentioned, the researcher selected with guidance and assistance sought from the school principals to identify HoDs that met the criteria. Those were HoDs with experience from 1–10 years in the teaching profession, but mainly with SSE exposure. The FGDs with the HoDs were seen as another suitable method that could complement the interviews held with teachers in eliciting information-rich data for the study (McMillan & Schumacher, 2010). The open-ended questions asked during the interviews were followed by probing to allow all group members to give their perceptions on SSE and quality teaching and learning and other research questions of the study (McMillan, 2014). The FGD interview guide was prepared beforehand (Appendix D).

5.4.4 Observation

The study used observation as a method complementary to other methods used in the study. In the view of Marshall and Rossman (1989), observation implies how the researcher unpacks events and behaviour of the participants in the setting being studied. Through an observation method, the study was able to describe the conduct of the participants towards SSE and its effect on the quality of teaching and learning. The study opted for non-participant observation to collect data from the participants. According to Parke and Griffiths (2008), non-participative observation is when the researcher studies an unfamiliar group. The two authors further point out that in a non-participative observation, the researcher investigates the phenomenon in its natural setting and has (researcher) the responsibility of blending in naturally.

Emslie (2009) explains field notes as the records kept by the researcher while in the field to guide the construction of meaning in the findings. The researcher journalised and dated data from non-participant observation for data presentation and analysis (Phillipi & Lauderdale 2017). The researcher used field notes to ensure that essential observations were remembered throughout the research process up to the stage of data analysis and interpretation (Springer, 2010). The personal perceptions of the researcher were also noted in the field notes to help in understanding some other aspects during the process of data collection. The researcher wrote the field notes that included interesting conversations concerning the research topic and the four research questions. The researcher used personal notes to record some data (McMillan & Schumacher, 2010). The field notes from non-participant observations helped complement or refute some data findings from the semi-structured interviews, FGDs and the open-ended questionnaires for cross-referencing purposes.

5.4.5 Audio Recording of Data through Smartphone during Interviews

The view of Maree (2011) is that researchers who depend solely on jotting down information during the data collection process run the risk of losing focus and wasting time. In mitigating this risk and as advised by Garcia, Welford and Smith (2016), the researcher used a smartphone to record data from the participants during the semi-structured interviews and the focus group discussions. The participants' consent was sought beforehand, and the participants agreed to be recorded. The ethical clearance phase outlined all the conditions that the recordings of the

participants were to follow. The audio recordings were used in cross-referencing information that the researcher needed to verify from the other methods. The audio recordings were used whenever there was an anomaly picked up from other methods or the notes. The voice recordings were transcribed from the smartphone, filed in MS-Word documents on the laptop, and used for analysis and interpretation. The recorded data enhanced the triangulation of some aspects of the interviews because retrieval was easy, expediting verifying facts. The following section discusses how methods were triangulated in ensuring the reliability and validity of data.

5.6 TRUSTWORTHINESS

Wagner, Kawulich and Garner (2012) explain trustworthiness as the validity of the findings as discerned by the readers of the research report. In line with these authors, the results of this study manifested an accurate picture of the state of SSE. Once on-site, the researcher put aside his own beliefs, expectations and opinions concerning the topic under study (Leedy & Ormrod, 2015). In ensuring trustworthiness, the researcher strived to represent the participants' voices concerning the phenomenon without any element of manipulation. In addition, the researcher was, at all material times, cognisant of the ethical imperatives. As an indication of ethical consciousness, the researcher emphasised participant anonymity throughout the research journey. In line with the opinion by Maree (2011) that multi-methods are contributory to issues of trustworthiness in qualitative studies, the researcher used semi-structured interviews, FGDs and observations as qualitative methods and open-ended questionnaires were used to make the thesis a mixed-method study. The field notes were used to record data from the observations, and the smartphone was utilised as a piece of equipment to audio record data from all semi-structured interviews and focus group discussions. The researcher used four aspects to ensure that the study's trustworthiness was enhanced. The four aspects are discussed hereunder:

5.6.1 Credibility

Leedy and Ormrod (2015) write of credibility in research as the perceptions of fellow scholars on the seriousness and convincing status concerning the findings of a study. Credibility was enhanced through audio recording of the semi-structured interviews and the FGDs to lessen the distortion of the voice of the participants (McMillan & Schumacher, 2010). The researcher enhanced the credibility of the findings by using two methods of data analysis, namely thematic analysis and

narrative analysis, which helped sustain the integrity of the categories and themes that were created. Credibility was also maintained by including the literature related to the main research topic and the four research questions of the thesis (Leedy & Ormrod, 2015). In addition, the researcher presented two assumptions in Chapter 1 to ground the study and validate the study's findings.

The researcher triangulated the data in the quest to ensure credibility. According to Ashour (2018), triangulation employs a multi-method approach to investigate the same phenomenon. In line with the assertion above, the researcher triangulated data from the semi-structured interviews and data collected through the open-ended questionnaires. The researcher triangulated data to check for commonalities in patterns, codes and themes that emerged during the data collection process. The data from the FGDs were also triangulated with the data from the open-ended questionnaires and the semi-structured interviews. The triangulation enabled the researcher to pick up similarities and differences in the different data sources. Through triangulation, the researcher minimised the study bias since it is the means that stood the test of time in offering completeness of studies, primarily mixed-method investigations (Tobin & Begley, 2004).

5.6.2 Transferability

When the study results from one setting apply to another, this is referred to as transferability (Shenton, 2004). The transferability judgement by readers is only possible if the researcher has complied with specific requirements such as verbatim quotes from the participants. Shenton (2004) further states that transferability can be realised if the researcher has provided a 'thick description' of the setting being studied to allow readers to compare the phenomenon being studied with their environment. The researcher outlined the setting of the study, how the purposive sample strategy was utilised and the sample size. The researcher explained the interview procedures and how the open-ended questionnaires were administered. The researcher used multiple cases of seven schools and used participants with different experience levels in implementing SSE. The participants were also from different categories and rank at the school level. The difference in experience in SSE and ranks produced a broader perception that could be transferred to other schools in the cluster.

5.6.3 Dependability

Hafeez-Baig, Raj and Chakraborty (2016) propound that dependability in research is about having confidence that the data collected is consistent with answering the research topic and the study's research questions. In corroboration, Shenton (2004) advises that the findings can be regarded as re dependable if other scholars, using the same methods and similar participants, reach similar conclusions about the phenomenon under study. The researcher ensured that the findings were dependable by using multi-methods to collect data. The data collected through interviews were recorded using the smartphone to represent the participants' perceptions. The participants' voices were used through verbatim statements derived from the four data collection methods presented in Chapter 5 (Noble & Smith, 2015). The multi-methods were used to triangulate the study results, which also ensured the dependability of the findings.

5.6.4 Confirmability

As recommended by Shenton (2004), the researcher followed some steps to ensure adherence to the issue of confirmability. Lincoln and Guba (1985) refer to confirmability as a stage whereby other researchers could confirm or corroborate the study's findings. The researcher observed reflexivity by disallowing his standpoint and beliefs concerning the phenomenon under study to influence the findings. According to Leedy and Ormrod (2015), reflexivity is the awareness of the researcher's personal-political-socio biases and their potential to contaminate the findings. This view bears in mind that qualitative researchers find it challenging to distance themselves from the research process (Nawaz, Jariko, & Mushtaque, 2017). The researcher interpreted the data so that the findings were a manifestation of the participants' lived experience, having not been manipulated by the researcher's bias or whatsoever (Tobin & Begley, 2004). Apart from using mixed multi-methods to collect data, the researcher ensured confirmability by also using theory triangulation. Theory triangulation helped the researcher to use different outlooks to interpret the data. As Koch (1994) advises, the researcher explained using different theories, various data collection methods, and discreet data analysis methods.

The researcher studied the data to determine aspects that may have refuted some of the study's findings. That was done using negative case analysis to ensure the dependability of the data collected through the mixed-method approach (Leedy & Ormrod, 2015). In this study, five

secondary schools were found to be efficacious about SSE and thus performed much better than the other two. The fact that the seven selected secondary schools in the study experienced different SSE efficacy levels implied that the research findings' generalisation could not be upheld entirely. Certain teachers were found to perform well in SSE due to their exposure as coordinators, and certain teachers did not perform well because they were not trained on SSE. Finally, having dealt with credibility, transferability and dependability impressed upon this study the completeness of the element of trustworthiness (Lincoln & Guba, 1985).

5.7 DATA ANALYSIS

Although this study was a mixed-method, it was dominated by qualitative features. According to Savin-Baden and Major (2013), qualitative data analysis is a process whereby researchers systematically unbundle and organise data to emerge with patterns, codes and themes in the quest to find explanations. Qualitative data analysis interprets and makes sense of the data (Creswell, 2014).

Audio recordings made during interviews and focus group discussions were transcribed. In order to manage large volumes of data from interviews, focus group meetings, questionnaires and observations, the researcher manually coded the data according to formulated patterns and themes. Codes were used to conceal the participants' identities. The letters A-G were used for the seven (7) participating schools, with A & B for poor-performing schools and C-G for best-performing schools in SSE. Observing the principles of ethics in research, and where appropriate, pseudonyms were used to conceal the names of data sources, as will be evident in the subsequent chapter.

5.7.1 Iterative Analysis

The researcher used the iterative method to help analyse data through two main data analysis methods (thematic and narrative analysis), thus identifying relevant themes in the study. Yin (2009) defines the iterative method to oscillate across the data sets collected through other methods to find patterns. By going back and forth, the researcher repeatedly revisited bits of the voluminous data and abstracts concepts. This iterative process was necessary as it helped the researcher to code and interpreted the data. Going back and forth through the data enabled the researcher to extrapolate themes from a large volume of data by breaking such data down into manageable units and themes. The themes became the headings during the reporting stage of the findings.

The iterative approach simplified analysis from dense textual data (Eliot, 2018). The iterative process also provided a diligent approach necessary for analysing qualitative data (Kekeya, 2016). Through iterative analysis, the themes were determined as reported in the findings in this chapter. The iterative process helped the researcher support the conventional data analysis methods such as thematic analysis used in this study (Neale, 2016). In this study, the researcher used thematic and narrative techniques to analyse the data collected. The thematic and the narrative analysis methods are discussed below.

5.7.2 Thematic Analysis

Any approach to analysis that uses clustering and theme formation is referred to as thematic analysis. The methods include analytic induction, framework analysis, grounded theory, interpretive phenomenological analysis, template analysis, thematic analysis and theory-led analysis (O'Neil & Koekemoer, 2016). Consistent with the two authors above, Braun and Clarke (2012) encourage novice researchers to use thematic analysis because of its convenience in analysing the different types of data. In line with this assertion, the researcher used the participants' narratives to form themes that addressed the issues raised in the study.

The researcher transcribed semi-structured interviews and FGDs from the smartphone so that the data was readily available.

The researcher used the six stages of thematic and narrative approaches to analyse the collected data (Braun & Clarke, 2012). In the first stage, the researcher read and re-read the semi-structured interviews and the FGDs. The process applied in the thematic analysis applied to the open-ended questionnaires. That was done before each data set was analysed. In all the three primary data sets, the second stage involved coding and collating. The researcher grouped and categorised similar codes and eventually formed themes out of them. The researcher recapped the themes in the fourth stage and collapsed the themes that appeared in all the data sets. The fifth stage involved the definition and naming of the themes. In the sixth stage, the researcher used the themes formed in the fifth stage to report on the findings based on the participants' perceptions, opinions, and experiences concerning SSE and quality teaching and learning.

5.7.3 Narrative Analysis

Earthy and Cronin (2008) define narrative analysis as the verbatim reporting of the participants' opinions and experiences of the phenomenon being studied. Savin-Baden and Major (2013) observe a thin line between thematic analysis and narrative analysis. In this study, the thematic analysis was complemented by the participants' narratives to formulate and authenticate the themes by providing "thick descriptions" of experiences presented through verbatim narratives (Maree, 2011; Onwuegbuzie & Leech, 2007). The presentation of data is provided in Chapter 5. Verbatim accounts were evident in instances where the researcher extracted direct quotes from the data to represent the participants' views to show that he did not impose the study's findings. The verbatim statements followed after the researcher had presented a succinct overview of the themes through narrative analysis, the first-hand conversations, narrations, direct verbatim accounts from the participants (principals, teachers and HoDs) with experience and involvement in SSE collected through interviews, questionnaires, focus group interviews and observations provided information-rich data (Butina, 2015).

Before themes are formulated, Creswell (2007) suggests a five-step process that was followed in analysing data thematically and narratively for this study as explained below:

Cresswell (2007) suggests a five-step process of analysing data thematically and narratively:

- The researcher identified joint statements made by the participants – principals, teachers and HoDs from the questionnaire, interviews and FGDs. For instance, the study identified a narrative phrase, "*SSE is good but needs to be properly implemented,*" as teachers' perceptions on SSE and quality education, as it was repeated frequently by the participants across the three methods.
- These joint statements were coded using different colours, similarly applied to all the data sets. The coding process helped reduce raw data (Vaismoradi, Jones, Turunen & Snelgrove, 2016). In the process, the researcher was able to identify and organise codes, thus forming categories (Creswell, 2007).
- In the third stage, the researcher collated the categories and formed themes. During this phase, the coded data were reviewed. Reviewing the codes helped the researcher collate some of the codes that carried similar meanings into categories. From the categories, the researcher then

identified the themes. After identifying the themes, the researcher looked at how the themes related to each other. During this stage, the researcher identified the data characteristics pertinent to answering the research questions.

- In the fourth phase, the researcher oscillated the data sets to check on the themes that had been formulated (Creswell, 2014). In this phase, the process of checking whether the themes related to the data were collected. The process validated the theme as speaking to the entire data and responding to the research questions (Braun & Clarke, 2012).
- The fifth phase helped the researcher define and name the themes (Varsmoradi et al., 2016). The themes were developed to either represent the participants' voices (their narratives) or came from the literature or the three theories embedding the study. In the sixth and the final stage, the researcher focused on writing a report. As one of the characteristics of qualitative research, direct verbatim accounts were used to enhance the findings and acknowledge the voice of the participants.

The following characteristics were considered when analysing and writing the report:

- Pertinent results to the phenomenon under study;
- Perceptions of the participants;
- Cross-referencing the literature, validating and questioning the results of the study;

5.8 DATA SATURATION

Data saturation is a period in the data collection stage, whereby the researcher feels that enough has been collected to answer the research questions (Fusch & Ness, 2015). It is also the stage in research where no new information is found in the data, and the data collection is terminated. It was when the researcher realised that further data collection would not yield any valuable information. Data saturation was reached on 17 May 2019, with the last principal being interviewed and the last group of teachers being observed that led to the beginning of the data analysis stage. The data collection commenced on 22 April 2019 and ended on 17 May in the same year. All in all, the data collection took 26 days.

5.9 ETHICAL CONSIDERATIONS

UNISA, as an institution of higher learning, takes the issue of ethics in research seriously. Therefore, it was imperative to comply with certain ethical precepts in conducting the study as outlined by the institution's policies and rules. The researcher adhered to the ethical imperatives such as participants' right to refuse to participate in the study, privacy, access to the data, and confidentiality in conducting this study (UNISA, 2016). In addition, UNISA lays down the following principles as the cornerstone upon which research ethics should be embedded;

- The principle of informed and non-coerced participation
- The principle of honesty and transparency
- The right to withdraw from a study
- The principle of anonymity

5.9.1 Beneficence

Researchers are obliged to commit to the protection and respect of the participants in their interaction during the research process or data collection and to comply with the research ethics imperatives (Creswell, 2014). It amounted to protection up to reporting the research findings such that the participants' identities remain concealed. As explained in the UNISA ethics rule, beneficence means that participants should be protected against harm (UNISA, 2016). The researcher assured the participants before and during the study that their identities would be concealed and protected and should feel free to withdraw should they wish to do so.

5.9.2 Anonymity

In this thesis, the researcher complied with the principle of anonymity, with the chief aim being to protect participants from loss of confidentiality (Wiles, Crow, Heath & Charles, 2008). The researcher actualised anonymisation by replacing participants' real names with pseudonyms. False names also substituted the sampled schools' names. The participants were assured that at no stage of the research would their names be made public, and in doing that, the researcher upheld anonymity (Dooly, Moore, & Vallejo, 2017).

5.9.3 Confidentiality

Confidentiality in research refers to a process whereby the investigator agrees to treat research data with great integrity such that it may not be disclosed without permission (Wiles et al., 2008)). In discussing the principle of confidentiality, the researcher informed the participants that the information shared was for research purposes and would not be shared with any other person. The researcher promised the participants that the study's findings would be presented so that no participant would be identifiable as false names would be used, as discussed above. The researcher mentioned pseudonyms in this section due to the close connection between anonymity and confidentiality (Talerico, 2008). The researcher, however, highlighted that any information that might be leaked could arise from the focus groups. That was also indicated in the focus group request letter.

5.9.4 Autonomy

The researcher observed the principle of autonomy of persons during the data collection process. Guyer (2003) defines autonomy as rooted in the interpretations by philosophers Immanuel Kant and John Stuart Mill, which emphasises the intrinsic and unconditional worth of every human being. Against this background, it is inherent upon every person to arrive at rational decisions and moral choices. The researcher informed the participants that they were entitled to their decision to participate in the study. The researcher further informed the participants that they were at liberty to provide information from their point of view without due influence from other participants. The researcher also indicated to the participants that he respected their opinions.

5.9.5 Voluntary Participation and Withdrawal Rights

The researcher explained that they were entitled to participate in the study or refused to participate. This consent process was done before the commencement of the study (Melham, Moraia, Mitchel, Morrison, Teare & Kaye 2014). The researcher indicated that they also had the right to refrain from answering specific questions during the interviews or open-ended questionnaires. The right to skip some questions was evident during the open-ended questionnaires, where some of the participants did not respond to questions, such as:

- What is the understanding of a vision statement?

- How do schools implement SSE?
- Views on IQMS? At this stage, the researcher emphasised that all information from the semi-structured interviews, open-ended questionnaires and focus group discussions was confidential and that the information would be used for research purposes only.

5.9.6 Informed Consent for Participation and Recording

Informed consent is an ethical and lawful condition that implies making the research participant aware of all the aspects envisaged in a study before agreeing to participate (Nijhawan, Janodia, Muddukrishna, Bhat, Bairy, Udupa & Musmade, 2013). Schools are places where teaching and learning take place. Activities that happen at these institutions are supposed to be respected and treated with confidentiality. As professionals, teachers may need protection from external criticisms or scrutiny. Much as teachers may want to help in research studies, they may not want their names to be known by anyone. The researcher requested permission from the participants to record their interviews through a smartphone and assured them (participants) that the clips would not be shared with anyone as they were for research purposes only. A consent form was signed to assure confidentiality and anonymity (see Appendix F).

5.9.7 Permission to Conduct the Study

Ethical clearance should be sought for any research study that intends to study human beings following the UNISA research policy (2016). As a matter of compliance, the researcher applied for permission to conduct the study. Compliance with this principle meant that the researcher firstly applied to the UNISA research committee for clearance (Appendix A). For that reason, the ethics application processes for UNISA were sought from the institutions' ethics committee. In terms of the research imperatives of the DBE, no scholar is supposed to enter the departmental property to research without prior permission from the district director. Based on this requirement, the researcher applied for permission to research the DBE in Limpopo (Appendix B). The application requested permission to use both the schools and the teachers in those schools, which the DBE granted.

The researcher further requested permission to research each of the seven schools (Appendix G). After being granted permission by principals, the researcher wrote another letter requesting principals of selected schools to take part in the study (Appendix H). The researcher requested

HoDs in writing to participate in the focus discussions interviews and the teacher-participants to respond to the open-ended questionnaires (Appendices I and J).

5.10 CHAPTER SUMMARY

Chapter 4 discussed the interpretivism paradigm as the research paradigm of the study. The chapter discussed a case study design was used in the study. Population and sampling were explained. The research methods used in the study, semi-structured interviews, focus group discussions, open-ended questionnaires and observations, were discussed. Field notes were also discussed as a means to record data from the observations and use a smartphone to record the audio clips during interviews. Trustworthiness elements, namely, credibility, transferability, dependability and confirmability, were discussed. Data analysis using an iterative technique with thematic and narrative analyses was explained. Ethical principles such as the acquisition of permission to conduct the study, beneficence, anonymity, confidentiality, autonomy and participation and withdrawal of the participants were explained. The ethical protocols included the permission and participants' consent to use audio recordings. The next chapter deals with the presentation of findings and discussion.

CHAPTER 6: PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

6.1 INTRODUCTION

This study aimed to investigate the perceptions of teachers concerning SSE and quality teaching and learning. The chapter discusses data analysis, presentation, interpretation, and discussion of findings from four research instruments: semi-structured interviews, focus groups, open-ended questionnaires, and field notes gathered during the observations. The three theories anchoring in this study, the goal-setting theory, the constructivist theory and the social cognitive theory, are also discussed with how they address the issues raised in the study and the data collected. The three theories are discussed in terms of how they validate or refute the findings of the study. The chapter also discusses how the three theories help confirm or refute the two assumptions made by the study in chapter 1. The study introduced the main research question and sub-questions in Chapter 1. Because the analysis and presentation in this chapter will address them, they are presented again below:

The main research questions for this study are:

How do teachers perceive the SSE in improving quality teaching and learning?

The sub-questions are as follows:

- How do teachers perceive the link between SSE and quality teaching and learning?
- How do teachers perceive the complementary role of external evaluation on SSE and quality teaching and learning improvement?
- What professional development strategies do teachers perceive helpful for SSE and improving quality teaching and learning?
- What instructional leadership tenets do teachers perceive as helpful in implementing SSE that improve quality teaching and learning?

The issues discussed in this chapter were also discussed bearing in mind the two assumptions made by the researcher in Chapter 1, which were either approved or rejected, based on the findings, namely:

- SSE can be implemented looking at its nine areas, namely, quality teaching and learning and educator development, curriculum provisioning and resources, learner achievement, the basic functionality of the school, leadership and management and communication, governance and relationships, school safety, security and discipline, school infrastructure, and parents and community.
- Exploring the three theories that underpin this study, namely the goal-setting, the social cognitive theory, and the constructivist theories, teachers can implement the SSE to improve the quality of teaching and learning.

The following five themes were formulated for the study.

- Theme 1: Perceptions of secondary school teachers on SSE;
- Theme 2: Experiences of teachers' practice in SSE and external evaluation;
- Theme 3: Perceptions on professional support service strategies to improve the quality of teaching and learning;
- Theme 4: Instructional leadership roles in SSE; and
- Theme 5: SSE and its impact on quality teaching and learning;

6.2 DATA PRESENTATION AND INTERPRETATION

This section presents data collected from semi-structured interviews from seven principals of the schools selected for the study. The section also presents data of data collected from 20 teacher-participants previously involved in self-evaluation in their schools, who responded to the questionnaire, data from seven focus group discussions attended with 28 HoDs (4 from each of the seven participating schools) and data from the non-participant observation of all the participants in the study. All in all, 55 respondents participated in the study. The findings are discussed at the end of each section to underscore the main findings. For purposes of confidentiality, all the names used in this section are pseudonyms.

6.3 PRESENTATION AND INTERPRETATION OF FINDINGS FROM SEMI-STRUCTURED INTERVIEWS

This section presents and interprets findings from the semi-structured interviews from seven principals of the seven schools participating in the study. Of the seven principals participating in

the study, four (57%) were women, and three (43%) were men. Five (78%) principals were from the best-performing schools between 2013 and 2018, and two (22%) were from low-performing schools in the same period.

6.3.1 Theme 1: Perceptions on School Self-Evaluation by Principals

This study explained perceptions from a constructivist point of view, describing them as a manifestation of truth as per individuals experiencing it (De Vos, Strydom, Fouche & Delport, 2011). Principals are considered the primary actors in the execution of SSE. In this study's context, they were well-positioned to articulate pertinent perceptions concerning SSE and other factors in this study. In addressing the first research question, principals were asked to attach to SSE as outlined in their schools' educational policies and as practised. Responses from the two low-performing schools were stated below:

Principal Ntina from School A said that the most critical part of SSE was delivering the curriculum. She revealed that as principals, the practice was to convene a staff meeting at the beginning of the year where they conducted a SWOT (strengths, weaknesses, opportunities and threats) analysis. Ntina highlighted further that SSE helped to keep the performance of the school in check.

Another principal, Levalty from School B, stated that the purpose of SSE was checking whether the school was doing well in terms of improving teaching and learning. Throwing more light on the matter, he said the process involved extensive analysis of the school's internal and external activities. Explaining further, Levalty said:

SSE is a self-assessment of all curriculum-related aspects in the school. This assessment aims to identify a part of our work that is not performing well and improve such aspects. We try to use the evaluation to help us to get out of the poor-performing bracket.

The responses from the five principals from best-performing schools are stated below:

Principal Konoto from School C stated that the SSE is usually the process aimed at identifying weaknesses in the school. The process should involve all the teachers in the school. In the view of principal Mmusi from School D, SSE implied reflection on the school's activities, such as curriculum and finances. In addition, he showed that SSE targets other areas such as the school's

finance, infrastructure, and the institution's personnel. Principal Konoto said this during the interview:

SSE aims to assess all the nine areas for evaluation covered in the SSE template, namely basic functionality, leadership and management, governance, quality teaching, curriculum provision, learner achievement, school safety, school infrastructure and community.

In addition, Palesa from School E explained SSE as a process in which a school seeks to ascertain its functionality. Palesa further explained that.

SSE was a process whereby the school holistically checks on its performance, be it in infrastructure, curriculum, and other aspects. The end product will lead to development where there is a need to do so. It was mainly being that SSE reflects on everything in the school with a view of making things better.

On the question on how SSE could contribute to improving quality teaching and learning in schools, Konoto said:

For SSE to help improve performance, it must be done correctly and be done regularly. We need to respond promptly to the results of the evaluation if we need to improve. The report of the SSE comes in the form of SIP. If we follow the improvement plan correctly, we are bound to improve.

Levalty concurred that improvement could be achieved provided there was a thorough evaluation, checking what led to poor performance previously. He elaborated that the previous year's results helped the school understand which subjects made them perform poorly.

From the five best-performing schools, principals responded to the question of SSE and the improvement of quality teaching and learning in the following way:

Mapo from school G explained that SSE is helpful to craft SIPs. In her view, the SIP should be owned by all teaching staff members and serve as a programme of action going forward. She emphasised the importance of adhering to the SIP dictates and checking on the plan regularly. Mapo stated that:

Schools must regard the improvement plan as the manual for better performance. It is therefore essential that all teachers be involved in implementing SSE. Once the teachers become part of the SSE process, it will be easy to understand their expectations about SIP adherence.

Mshenge (School F) corroborated that SSE is helpful provided that its application is honest. The correct scoring will inform areas that need to be developed, and that will lead to improvement. Mshenge emphasised that:

If we embark on an honest rating during the evaluation, we will get honest feedback, improving. The challenge is that as teachers, we evaluate just mere passing the buck, and in that way, it does not serve the purpose it is meant to serve.

Mmusi (School D) stated that correcting the weaknesses raised in the SSE report is the way to improve the quality of teaching and learning. Mmusi continued to say:

If you were found to lack a period register, putting the register in operation will minimise poor lesson attendance, and that means improvement of quality teaching and learning. Correct use of the period register helps to control the attendance of lessons. The period register is a must-have for all schools.

Palesa indicated that SSE could be helpful if, after evaluation, compliance becomes a norm. Palesa opined that:

Effective blocks for curriculum management are other aspects that the SSE can help in addressing. Tools such as written work output tools help in improving the quantity and quality of education.

Konoto added that SSE could help improve teaching and learning because it can highlight new ideas that the school was unaware of. He lamented that schools need to take time and learn using the SSE process effectively.

On the perception concerning SSE, principals were asked how they viewed the perceptions of their teachers concerning SSE regarding educational policy and practice.

Levalty lamented that teachers do not like to be evaluated by low-performing schools since they feel that their ability is undermined. Said Levalty:

Most of the teachers do not want to be told of their weaknesses. The negativity is also aggravated because most teachers perceive that SSE should go hand in glove with some incentives. Teachers showing passion for SSE are those who are currently studying at different universities.

Expressing a different view and pointing to the dangers of generalisation, Ntina said that some other teachers are positive, and others are negative towards the evaluation. She further showed that:

The teachers serving in the school improvement team do not have a problem. The coordinator is leading the way because he sometimes receives training. Those teachers who do not form part of the committee are negative and form a large part of the teaching staff. For this part of teachers, SSE is only for compliance.

Mmusi added that, initially, the perception was negative because teachers thought that SSE was an addition to their work. The negative attitude was aggravated because SSE was done electronically, and to some teachers, this was a challenge. Lack of commitment from teachers was also cited as a factor. Mapo explained that the teachers were not equipped with the necessary skills to deal with the evaluation process. Concerning IQMS, which was introduced mainly to evaluate school-based teachers and monitor the quality of teaching and curriculum delivery at schools, teachers attach the same sentiments towards the IQMS to the SSE. Most of the teachers treat the SSE the same as the IQMS.

Palesa brought another dimension to light in saying that it is human nature to detest being evaluated. In the past, the South African education system was monitored through the inspectorate model, which was tantamount to witch-hunting and disadvantaged the education of the black child, so teachers were still of the view that SSE is the inspectorate in disguise. Mshenge opined that the negative attitude of teachers is because they do not see the value of the SSE to teaching and learning. Mshenge substantiated that:

This negative attitude is caused by the lack of proper training since some teachers do not know the areas for evaluation and their objectives. Due to that, the teachers are therefore tempted to cut corners in conducting the SSE. The situation is worrisome as, eventually, the evaluation becomes useless.

6.3.2 Theme 2: Experiences of Teachers' Practice on School Self-Evaluation and External Evaluation

The seven principals were asked about the complementary role of external evaluation on SSE and improving quality teaching and learning. It is as stated in the second research question for this study; which reads:

- How do teachers perceive the complementary role of external evaluation on SSE and quality teaching and learning improvement?

From the low-performing schools, Ntina explained that being under constant surveillance helped teachers to work hard. She noted that external evaluation is critical as it helps to validate the weaknesses identified during the SSE. Ntina clarified that:

Teachers work when there is an evaluation that is envisaged. With external evaluation in place, there is hope that the mistakes committed during the SSE process will be identified and corrected.

Levalty added that external evaluators helped the schools with the relevant tools to manage different areas considered challenges. Time management was an example. He further added that,

External evaluation is crucial because we are conscientious of what we are not getting right through it. In our case, we need it as it will give our teachers a boost so that by next year we perform well.

Principals from the five best-performing schools explained that external evaluation plays a complementary role to the SSE. Ideally, external evaluations are conducted after internal evaluations or after SSEs in checking and helping to improvise. Commenting on a similar issue of complementary role, Mmusi said that SSE and external evaluation were closely related, even though SSE revolved around the school evaluating itself. Since outside officials conducted an

external evaluation, they were considered as essentially honest and without biases. Talking positively about external evaluation, Mmusi highlighted that:

I like about the external evaluators because they come to our schools with a neutral and fair view. It is unlike when a school colleague evaluates and finds that some aspects are not dealt with professionally.

The third response from another well-performing school, Konoto, noted that external evaluation could complement the SSE if schools had departmental officials from outside the school checking on curriculum delivery coupled with work output and curriculum coverage. The departmental officials are crucial in conducting the external evaluation, he added.

Mshenge revealed that external evaluation is understood in the context of quality assurance. He stated that:

Visits from external personnel push us to work hard. It is usual for every teacher to be motivated to perform well when they know that departmental officials such as curriculum advisors are interested in the work.

Mapo perceived that external evaluation serves as a support system. In explaining the significance of the external evaluation, Mapo submitted that:

A working environment that is not characterised by being checked by others may lead to a false impression. The principal further elaborated that officials externally evaluated them from different department levels because they are a big enrolment school. The visits helped the school to get out of the underperforming bracket. One may tend to think that the job we are doing is beyond reproach. In doing the evaluation, the departmental officials should evaluate and give support in good faith.

The seven principals were asked to explain their understanding of external evaluation. Levalty stated that external evaluation is an effort by the DBE to ensure functionality in the schools. He added that:

Through external evaluation, the departmental officials aim to ensure that schools function correctly and adhere to the departmental imperatives especially teaching and learning.

Ntina emphasised that the authorities conducted external evaluations outside the school. In detailing this matter, she said:

An understanding of external evaluation is that we have officials from different department levels, circuits, districts, provinces, or national levels. They come from different divisions of the DBE for various purposes. Typically, the ones that come to help with teaching and learning are the curriculum advisors.

Mapo said:

External evaluation is the purposeful intervention of departmental officials in the activities of the school. The aim of the intervention is usually to diagnose school challenges to help schools to do better.

Palesa further added that external evaluation monitors schools done by departmental professions and sometimes by members of political parties and the municipality. She explained further to say:

Sometimes we are visited by ward committee members or ward councillors to congratulate us on our matric performance or ask us about our challenges in general, like water and others. The challenge is that this stakeholder comes after a while and does not dwell much on the school's core function, teaching and learning.

Mmusi clarified that external evaluation indicated that professionally trained departmental officials usually do an external evaluation. Konoto stated that external evaluation is when officials like circuit managers, curriculum advisors and other officials visit support schools. Mshenge concurred that external evaluation is the monitoring of schools by outside professionals. External evaluation is a support system for schools. He stated that:

The evaluation visits check on finance, learner-teacher support material, National School Nutrition Programme, human resources, and other areas of interest. Different personnel from various divisions of the DBE carry out these tasks interchangeably.

6.3.3 Theme 3: Perceptions on Professional Support Service Strategies in Teaching and Learning

On professional support in improving quality teaching and learning, the seven principals were asked about the measures or strategies they provided for their teachers. From a low-performing school, Levalty stated that SSE meetings and workshops are not held as regularly as they should. He added:

Workshops concerning SSE should be held regularly to equip teachers with knowledge and skills accumulation. There is a lot to learn about SSE, so time is a very crucial factor.

In revealing the insufficient time for workshops, Ntina said:

The department is not doing enough. If I recall well, since the SSE started, we never received adequate and regular workshops. We only meet once with the coordinators just to be informed of what is expected during submission. Less time affects comprehension of the process negatively.

Responses from the five best-performing schools added that SSE training programmes were usually attended by the chairpersons of the school improvement team, who should be computer-literate and the principals. However, Konoto also noted that one workshop was not enough. Konoto affirmed:

The workshop comes once, targeting the submission dates. SSE is not given a priority when it comes to extensive workshops to deepen understanding of the process so that implementation becomes impeccable.

In the same vein, Mshenge said that the workshop is called once for submission purposes. For Mshenge:

The department does not invest much time in training the teachers. If the department could bear it in mind that the teachers are the precondition proper SSE implementation and ensure that all teachers are sufficiently trained, the process will run smooth". The officials explain many things in a short period, which makes it difficult for us to understand.

Palesa clarified that the meetings from the district seemed to be for compliance with their imperatives. She said the meeting was held once with the principal and the chairperson as attendees. The coordinators helped the district official to conduct the once-off meeting as they had been extensively trained.

From the look of things, the coordinators were co-opted by the circuit manager. I do not remember being in a meeting whereby coordinators were co-opted. Anyhow, they appear to have been adequately trained as they look experienced.

Mapo was the only principal who expressed a differing view from others in that she attended many meetings concerning SSE. On the frequency of the meetings, she said that she attended meetings from three spheres of the departments because of her position as a district coordinator. Mapo said:

My position as a district coordinator gives me an added advantage. We are called for workshops, and such workshops take a more extended period in terms of days and hours. Attending workshops regularly makes one feel confident and knowledgeable.

The seven principals in the study were asked to evaluate the knowledge of the district officials conducting the once-off workshop. Levalty said the district official she interacted with did not seem knowledgeable about SSE contents and dynamics. Ntina added that she was not learning much from the district official. *“I do not think he is qualified for the job,”* she said.

Konoto said that there is a knowledge gap between the district officials. According to Konoto, the matter was aggravated because the official had never been a teacher and lacked classroom experience. In his own words, Konoto suggested that:

The official in charge of quality assurance is a former lecture. He does not have teaching experience from the school’s perspective. For this reason, he runs short of knowledge in some of the issues related to SSE. Sometimes it is difficult to deal with school matters while never exposed to the school situation.

Seemingly, according to Mmusi, the district official did not command enough knowledge in the SSE area and, hence, was reluctant to conduct workshops regularly to hide behind his lack of knowledge on the subject matter. Palesa stressed that meetings were not being held regularly from the district could suggest a lack of ability in the evaluation process. Palesa added:

There is no burning desire to transfer knowledge to other teachers. The knowledge gap in the SSE area is the cause of apathy in developing teachers.

Mshenge rated the district office as a knowledgeable official. For Mshenge, the only challenge on the side of the office was the time factor. Mapo indicated that the district coordinator seemed to lack knowledge concerning the SSE. The principal emphasised that the lack of knowledge might be attributed to the secondment status of the official. According to Mapo, the official was a former lecturer and happened to be in the quality assurance by default:

This lack of knowledge led us as a school to duplicate 2017 SIPs for 2018. As a principal, I did not understand the school improvement plan, and when the department demanded it, I just took a copy of 2017, changed the dates and submitted it as if it was drafted in 2018.

The two principals were asked about the circuit, the challenges, and the monitoring from the low-performing schools. Ntina said she was not sure whether the circuit had officials responsible for SSE. When as a school, they had challenges, she explained that they used the coordinators to deal with the challenges. As for monitoring from the circuit, there is absolutely nothing happening, she added. Levalty also divulged that the circuit is not taking part in monitoring and dealing with schools' challenges.

In shedding light on the above question on how the circuit helped them overcome challenges concerning school self-evaluation and how the circuit monitored the implementation of SSE at school, Konoto said that the circuit never helped them deal with challenges SSE. Konoto mentioned that.

No monitoring of SSE from the circuit is taking place. That is, however, not surprising because, at the circuit, one finds the circuit manager, admin clerks and personnel dealing with school governance. There is no one in charge of SSE in the circuit.

Mapo said that circuit officials dealing with SSE are essential for evaluating quality teaching and learning. Mapo stated that:

Just relying on one district official is not helpful to the course of SSE and integrated quality management system. The job is just too much for the office as we have many teachers to be trained.

Mshenge concurred that the circuit was not actively involved. Explaining further, he stated that there is no monitoring from the circuit. The coordinators mitigate any challenge between the briefing and the submission date. Mmusi genuinely explained that the coordinators were compromised because they left behind their job description teaching to deal with evaluation matters. The circuit instead used the coordinators to deal with some of the SSE matters. Mmusi made it clear that the circuit was not doing anything to validate the programme of action as outlined by the SIP. Whether the SIP is actualised or not seemed to be an issue from the circuit perspective, Mmusi substantiated.

Principals were asked if they received capacity-building or professional support from the National DBE in SSE. The following responses were given:

Ntina said that the circuit manager seldom talked about SSE. That might be attributed to the fact that the circuit had under-performed the previous year. Levalty noted that the circuit offered no professional support because the circuit did not have quality assurance personnel. The view of Levalty was also that:

The unavailability of professional development for principals makes it difficult to train their teachers around SSE. The circuit manager emphasises curriculum matters in his engagements with schools. I initially thought that the emphasis on curriculum is because we have under-performed the previous year in Grade 12 results as a school. Realising the recurrence of not talking about it, I eventually became convinced that there was a lack of knowledge.

On the question of professional support from the DBE, Mmusi said training took the form of a briefing when a submission was due. There was no proper training for principals in this regard except for principals who were selected to be coordinators. Mmusi explained further:

Only coordinators are trained, but principals that are not coordinators are not trained. Our circuit has 32 schools, and only two principals are coordinators. In our circuit, six teachers are serving as coordinators. These untrained principals delegate the SSE to the HoDs because they do not know. In short, principals do not receive training in SSE.

Mapo received adequate training because of her role as a coordinator. She indicated that her decision to volunteer to become a coordinator exposes her to various levels of training in the SSE. There is a long hour of training taking place, and it helps one be knowledgeable, she clarified. In answering the same question, Palesa mentioned that the department did not give principals support or training. The principal had to work out what to do to meet the deadlines.

The lack of support from the department causes apathy from the entire teaching staff. Teachers are not able to speak to the documents provided by the department as a result. We do not have quality assurance personnel responsible for developing principals as heads of schools. As a circuit, we rely on one district official who convenes meetings to explain the expectations on the eve of submissions.

Similarly, Konoto stated that the circuit did nothing about SSE training specifically for principals. He revealed that:

Only the district will meet with the coordinators to give them some tips. There is not a clear guideline as to how the coordinators are co-opted. There is no exclusive training for principals, but the principal as the head is expected to take the lead at the school level to ensure that SSE occurs.

6.3.4 Theme 4: Instructional Leadership Roles in School Self-Evaluation

The principals were asked how the vision and mission statements could contribute to SSE. The principals from the low-performing schools stated that the vision and mission statements were created for the sake of meeting the departmental dictates. One principal said that the learners did not understand the purpose of the two statements. The learners did the opposite of what the vision and mission demanded of them, she substantiated. Levalty stated that the intention of their vision and mission was clearly to guide the entire school towards dynamism and innovation in the corporate world. He added that he was aware that the vision was subject to change. He emphasised that, at one stage, it was important that the vision should be amended. Levalty also explained that:

In trying to change the vision to be commensurate with the changes, some form of resistance emerges. When one wants to make changes to the vision statement, it is war.

This resistance is from teachers who have been in the school before I could become the principal.

Responding to the same question, the principals from the best-performing schools stated that they ensured that the vision and the mission statements were promoted in documents like files to remind them of their aspirations. The vision and mission stimulated them to work towards the dream of the school. Mshenge said that the vision outlined the map of the school's intended journey. In elaboration, he stated that the mission served as the vehicle that propelled the school towards attaining the vision in terms of SSE implementation. Mshenge substantiated to say:

It is in the interest of the school's vision to make good results available for all our learners. Our vision speaks of quality teaching and learning, and this concept always pushes us to do the best for the school. That is why we have always been doing better in SSE because we are convinced that the evaluation process contributes to quality improvement.

Mapo stated that the vision statement served to give direction to the school regarding teaching and learning and explained that, as a school, they always ensured that the learners could conceptualise its vision statement. Konoto added that the vision and the mission served to state the rationale of the school's existence, which is quality education and the production of competent citizens of the country. Konoto deliberated further that:

In my view, the vision and the mission should steer the school forward to produce good results. The vision embraces everything that the school stands for. All the actions we take in the school are informed by the imperatives as outlined by the vision statement.

The principals were asked about their role in developing teachers concerning SSE implementation for quality teaching and learning. Principals of low-performing schools said that they relied on the coordinators concerning teacher development on SSE, owing to principals' lack of SSE efficacy. Levalty said that:

We rely on the circuit coordinators because the district office has a lot on its plate. As a principal, I cannot claim to know a lot about SSE. Honestly speaking, my knowledge is limited to explaining the concept and knowing it can improve the school. To say I can workshop teachers, I will not be telling the truth.

Palesa said that she had used the SWOT analysis culminating in a results analysis from Grade 8-12. She said that this guided her as to what type of development should be organised for the teachers. In addition, Palesa said

I try to make sure that our school becomes relevant for today's generation, especially that it is an entire service school". I workshop them on information and communication technology integrated teaching to make them relevant in the fourth industrial revolution. Debates have also ensued up to the level of competing internationally in the United States of America (USA). Through my efforts, the school managed to improvise in the infrastructure building an e-library with the help of the correctional service department.

Mapo, who had been a principal for three schools, stated that:

I make sure that I share the SSE knowledge I have gained with my subordinates the experience I have gained as a coordinator. Sharing knowledge with colleagues helps the school do a bit better in SSE than other schools.

The role of the other principals was limited to talking about the SSE in the meetings, just encouraging teachers, thus suggesting a lack of in-depth understanding concerning SSE matters. In sharing his instructional role, Mshenge said that he trained his teachers and told them that they must do the SSE correctly as it represented their image as teachers. He said he had tried to develop teachers on SSE techniques but was disappointed because teachers showed no interest. Mshenge further submitted that:

My teachers are not cooperative when it comes to SSE matters. They always come with excuses when it comes to SSE, and this drags us behind. One teacher indicated that teachers say they cannot engage in something they are not clear about.

6.3.5 Theme 5: School Self-Evaluation and Its Impact on Quality Teaching and Learning

The study sought to understand the perception of the principals concerning the concept of quality teaching and learning. The principals from low-performing schools stated that quality teaching and learning had a lot to do with being passionate and equipped with knowledge in the subjects they taught. Levalty said:

Teachers could gain more knowledge by attending subject workshops. Giving learners more written work and ensuring that learners were given immediate feedback could also help quality teaching and learning.

Ntina said that she understood quality teaching-learning as an end product of teachers who regularly attended and meticulously followed their lesson plans. She emphasised that:

Schools unleashing quality teaching and learning set goals of what they want to achieve at the beginning of the year, and they strive to follow that until the end of the year. For me, quality is seen when most of our Grade 12 learners pass at the end of the year.

The principals from best-performing schools said that quality teaching and learning was about good results, especially in Grade 12. Mapo said:

Quality teaching prevails amid sufficient resources like the learner-teacher support materials and enough provision of human resources. In a school with no teacher for a particular subject, quality teaching and learning remains just a dream. For quality teaching and learning to prevail, the teacher has to inculcate readiness to learn in the learners involved in the lesson that is being imparted. Furthermore, quality teaching and learning is characterised by assessment to validate the teaching process. It can only be quality if it ends with an assessment to check whether the learners have mastered the content and followed by revision.

Mmusi stated that the main reason for establishing schools was quality teaching and learning, adding that all subjects were to be thoroughly resourced to enable quality teaching and learning. Mmusi clarified that:

Modern teaching aids like boards are some of the preconditions for quality education. The boards enhanced quality because they make teaching fascinating for both the learners and the teacher.

Regarding sophisticated teaching aids, Palesa added that:

One of the quality teaching and learning features was the overhead projector, which has proven to be time-saving. One prepares once, and the following year retrieves the material and goes to class.

She further emphasised that the school that worked towards quality had a strong point of a group of compliant and punctual teachers and where learners' truancy levels were minimal due to rules being put in place to curb such trancies. Mshenge said that altruistic teachers contributed to quality teaching and learning. Mshenge enlightened that:

One of the characteristics of quality teaching and learning is qualified teachers who do not manifest some content gaps in the subjects they teach. Quality can be realised in a situation whereby teachers are willing to go the extra mile. I am convinced that quality results are achieved with the help of teachers who are always willing to teach beyond the stipulated time.

6.4 DISCUSSION OF FINDINGS FROM SEMI-STRUCTURED INTERVIEWS

The interpretation and discussion based on the seven principals' interviews on the perceptions on school self-evaluation by principals were that all of them agreed that SSE contributes to improvement in the quality of teaching and learning. That reflects the significance of SSE. This view is supported by literature that propounds that SSE reflects teaching learners and deriving better strategies to deliver quality tuition (Matthews, 2015). Of the seven principals interviewed on whether SSE could lead to the improvement of quality teaching and learning, all seven submitted that schools must adequately implement SSE for the improvement to be in place. Thus, SSE can lead to improvement in quality teaching and learning if it is properly implemented.

On the issue of perceptions of teachers regarding SSE, six principals mentioned that teachers showed a negative attitude towards SSE. The mixed reactions were attributed to different factors, such as that some teachers require incentives to motivate their performance. Other teachers just do not want to be evaluated. In other instances, the negative attitude is derived from a lack of knowledge. This perception is upheld by the social cognitive theory, which relates efficacy to performance (Bandura, 1995).

The principals' responses speak to the research topic in the sense that they revealed the perceptions of teachers concerning SSE and the improvement of quality teaching and learning. In a similar vein, the responses address the research question on how teachers perceive SSE on the improvement of quality teaching and learning. There is also a link between the responses and the theories used in the study, as teachers were found to be lacking interest because they did not have knowledge regarding the implementation of SSE. With the social cognitive theory, self-efficacy leads to improvement of the quality of teaching and learning (Shahzad & Naureen, 2017). From the principals' interviews, a view was expressed that teachers with low self-efficacy tend to lose motivation to teach, which affects the quality of teaching and learning (Maddux, 2018). The responses were also consistent with literature that propounds that SSE reflects the teaching process geared towards improving the quality of teaching and learning (Matthews, 2015). The participants' voices also speak to the assumption that by using the constructivist theory, teachers could be offered SSE, which can help improve the quality of teaching and learning.

As leaders in schools, the perception of principals is based on their understanding of SSE, ranging from taking care of the curriculum to identifying weaknesses in their teaching. The aim of identifying the weaknesses is to bring about improvement in their teaching going forward. The principals perceived that to improve the quality of teaching and learning SSE must be done correctly, following all the guidelines and rating the school fairly. The other issue from these principals is the review many areas of the school, examples being the curriculum, finances and the infrastructure. As confirmed by the literature, feedback is critical in revealing the gap between the state of the school and the desired performance (Janicek, 2016). The way to bring about improvement is by dealing with the weaknesses discovered by the SSE. Evaluation is about checking whether the school is operating towards achieving the goals that have been set. SSE is crucial since it helps design the SIP, which serves as a tool that can help a school improve its teaching. For schools to improve, there must be adherence to the proposals entailed in the SIP. The SIP thus plays an imperative role in improving the performance of learners (Makoelle, 2014).

All seven principals who took part in the study on experiences of teachers' practice on SSE and external evaluation agreed that external evaluation helped boost the SSE to give schools support to improve the quality of teaching and learning. This view is affirmed by Hofman et al. (2009), who state that external assessment plays a significant role in improving teaching and learning in

schools. All the principals in the study shared the same sentiment that external evaluation is an effort initiated by departmental officials from outside the school. Through external evaluation, departmental officials gave schools support on how to go about delivering the curriculum. In line with this response, Henson (2001) posits that knowledgeable teachers become motivated to do their work when the guidelines are provided on how to break down complex curriculum issues into manageable activities. Though there is a concurrence on the value of external evaluation, one principal said that they were sometimes visited by political leaders who did not focus much on teaching and learning but imposed their political agendas in the guise of external evaluation. In such instances, principals noted that such behaviours should be noted as not providing a complementary role.

The principals' responses on the complementary role of external evaluation on SSE and the improvement of quality teaching and learning provide a general impression that SSE motivated teachers to follow the guidance of their curriculum advisors or their external evaluators. Additionally, the principals' responses supported the assumptions of the study that using the social cognitive theory can enhance teachers' implementation of SSE towards the improvement of quality teaching and learning. Based on these viewpoints and perceptions of the principals, this study's assumption is validated; self-efficacy enables teachers to control and manage SSE in a manner that will help improve the quality of teaching and learning (Hoy & Hoy, 1998). These responses further affirm the postulation in the literature that SSE is intertwined with external evaluation in improving the quality of teaching and learning. In addition, the responses affirmed the perception of the complementary role of external evaluation on SSE and the improvement of quality teaching and learning. Thus, the seven principals confirmed the second research assumption on the role of external evaluation in complementing the SSE.

Regarding the perceptions on professional support service strategies in teaching and learning, the seven principals interviewed perceived professional support service as important for providing them with the necessary skills to implement SSE that will improve the quality of teaching and learning. The response is endorsed in literature by Darling-Hammond et al. (2017), who states that professional development is only fruitful if it happens over a long period. Out of the seven principals, only one principal indicated that he had received proper training as a coordinator. The skills that he acquired were helpful to the extent that his school managed to get out of the

underperforming bracket into a best-performing SSE category. The knowledge acquired by the principal revealed that proper professional development strategies are helpful to schools in terms of improving performance, and this directly responds to the third research question of the study. That is compatible with the study's assumption that teachers need to explore the goal-setting theory and the social cognitive theory to improve the quality of teaching and learning. The goal-setting theory seeks to address teachers' knowledge gaps, which requires some form of professional support (Lunenburg, 2011). In addition, district officials were perceived as lacking knowledge, according to five of the principals. It was, therefore, difficult for them to impart the required knowledge to principals. Principals as managers of schools were left out when it came to professional support concerning SSE.

From the above accounts, it appeared that all principals concurred that the DBE provided insufficient professional support on SSE in particular and evaluation in general. They all agreed that evaluation meetings, workshops and professional development for teachers were regarded as a matter of compliance for departmental officials with little regard for the empowerment of those teachers expected to implement and gain knowledge in SSE.

All seven principals pointed out a lack of support from the circuit as the immediate superior structure. The study revealed that all principals agreed on the issue of lack of support from the circuit. The circuit officials conducted no monitoring. The principals further noted that the circuit could not help them when they had challenges with the SSE and integrated quality management areas. The study also observes that circuit managers also lacked an extensive understanding of SSE. Because of this situation, schools did not take SSE seriously. The teachers lacked a role model they could imitate in dealing with the SSE. This response is contrary to the principle of the social cognitive theory and provides proof of this source of efficacy because principals lack motivation due to a lack of guidance from the circuit manager (Bandura, 1997). The situation led to schools submitting the same SIP in two consecutive years. Principals were not able to self-regulate in this regard due to a lack of knowledge. This links with the assumption of the study, which stipulates that applying the goal-setting theory and the social cognitive theory could help to improve the quality of teaching and learning.

About the instructional leadership roles in SSE, the participants highlighted the differences in the SSE instructional roles of the principals who participated in the study. The principals from low-

performing schools were found to be lacking SSE knowledge and therefore depended on outside coordinators. This viewpoint is inconsistent with literature that regards principals as SSE facilitators who should empower their teachers (Hartman et al., 2015). The literature further shows that principals should be at the forefront of SSE implementation by their roles as heads of schools (Nmm & Newastheen, 2016). The finding is not in keeping with the principle of the social cognitive theory that principals with SSE efficacy could vicariously influence their teachers to pursue SSE matters (Bandura, 1977). Furthermore, the social cognitive theory principle that individuals without efficacy lacked the confidence to take action seems to be true since the principals could not provide leadership relevant to SSE (Henson, 2001).

From the best-performing schools, the principals were knowledgeable with some of the principals training and motivating their teachers on the SSE processes. In keeping with this viewpoint, literature posits that school leaders should provide effective instructional leadership (Phillips, 2009). This finding is also supported by the social cognitive theory, which states that principals who have SSE mastery skills are willing to transfer their school self-evaluation knowledge to their teachers to ensure rigorous implementation of the evaluation process (Hendricks, 2015).

Apart from the most critical instructional roles discussed above, one principal trained his teaching staff and motivated them to conduct SSE. He was very inspiring because of the expertise he had tapped from the different workshops he attended. The talks by the principal cultivated a conducive climate for teaching and learning (Phillips, 2009). Moreover, this is confirmed and aligned with the literature, as demonstrated in the responses. Furthermore, the role of the principal concurred with the social cognitive theory, which posits that individuals can learn from vicarious experiences, mastery experiences, social persuasion and emotional states (Bandura, 1977). Teachers can imitate the principal in implementing the SSE. As the teachers emulate the principal, they inculcate in themselves some form of ability in conducting SSE. This viewpoint is supported by Newman and Newman (2007), who posited that interaction between individuals results in learning through imitation, observation and modelling.

On the one hand, one principal seemed to be on top of things regarding helping the school go forward in terms of improving the quality of teaching and learning. One principal was resourceful in that she initiated the construction of an e-learning library. The instructional role of the principal was also evident when she workshopped teachers on the teaching that was integrated with

information and communications technology. The principal's instructional roles confirmed the first assumption of this study. Consistent with the roles of principals, the constructivist theory opines that e-learning plays a role in strengthening the quality of teaching and learning (Pea, 2006). In addition, the response concurred with literature that states the principal's instructional leadership as making resources available (Mafuwane, 2011). The principal's instructional leadership role is evident again in initiating a debating society that allowed learners to visit the US. This response endorsed the first assumption of the study in the sense that debate was a form of dialogic teaching (Alexander, 2006).

Apart from enlisting the services of the coordinators, the principals claimed that they also discussed the SSE during ordinary staff meetings, thus using verbal persuasion to underline SSE and motivate teachers to implement SSE. Notably, the principals from low-performing schools fell into the category of these principals who lacked efficacy in implementing SSE. It demonstrated the negative impact of incompetence in applying the instructional roles required for the SSE. Taking to cognisance the issue of negativity, the principle of the social cognitive theory that individuals without efficacy lacked the confidence to take action seems to be true since the principals were not able to provide leadership relevant to SSE (Henson, 2001). Regarding SSE, the principals lack facilitative leadership skills that would have helped support teachers in acquiring the SSE (Hartman et al., 2015).

In this final theme on principals' perceptions on quality education and as leaders in SSE schools' environment, their understanding portrayed a mixture of many aspects. Principals disclosed that those resources were necessary for helping them to improve the quality of education. Teachers who prepared thoroughly and attended classes regularly were highlighted to improve quality teaching and learning. This viewpoint is endorsed by Dyskstra (2005), who states that the role of teachers in improving quality teaching and learning is essential. Time management was considered crucial in improving quality education as this provided time for revision, leading to improved results. The principals revealed that quality education prevailed where assessment took place often. This finding is supported by literature highlighting that quality teaching and learning is probable where teaching goes along with assessment (Wood-Wallace, 2016). The study also found that quality teaching and learning went together with goal-setting in terms of the pass rates the teachers would set for their subjects and the school as a whole. Teachers became motivated to teach to

achieve the goals that they had set. In achieving these goals, the quality of teaching and learning was also improved. That is consistent with the tenet of the goal-setting theory that propounds that performance goals motivate individuals to work harder and thus improve their performance in achieving quality education (Anderman & Wolters, 2006).

6.5 DATA PRESENTATION AND INTERPRETATION FROM TEACHERS THROUGH QUESTIONNAIRES

This section presents data collected via open-ended questionnaires administered to 20 teacher-participants from the seven schools selected in this study and with some experience in SSE. The study sought to collect data from 20 teachers not occupying promotional posts. Five (5) teachers were selected from the two low-performing schools with experience ranging from 1–10 years and above. Of these five teachers from the low-performing category, three were men, and two were women. It was hoped that they would share their frustrations and strengths in SSE implementation and that their perceptions could be compared with those of the teachers from best-performing schools to assess any correlations and convergent and divergent views. With 15 teachers from five best-performing schools in this study, five had 1–5 years of experience in SSE, five had 6–9 years and another five had 10 and more years of experience. A teacher in each category represented all five best-performing schools. Both teachers who responded to the open-ended questionnaires and principals who participated in the semi-structured interviews came from the same schools.

The researcher noted that some of the teachers did not respond to all the questions on the open-ended questionnaires. It should also be noted that the study focused on teachers' perceptions over the 2015–2019 period. Nine of the teachers from best-performing schools were men, and six were women. The teachers were selected because their schools performed well in evaluation over those five years.

6.5.1 Theme 1: Perceptions of Teachers on SSE

The following are responses and interpretations from 20 teacher-participants who submitted questionnaires. Similar questions from the questionnaire were on their understanding and perceptions of SSE, execution and implementation practices of SSE in their school jurisdictions, the successes and challenges they faced.

The teachers from two low-performing schools said of SSE.

Pearl mentioned that:

School self-evaluation is a systematic process that the DBE introduced. The process was introduced to help schools to identify the challenges in each school to deal with such challenges.

As for Kgothatso:

School self-evaluation helps schools to zoom into any challenge or error in terms of daily operations. If challenges are identified and given well thought out, then solutions will be in place. It is believed that proper implementation of SSE gives rise to improvement.

Then, teachers from low-performing schools of 6-9 years of experience had the following information to say about SSE.

Jerry articulated that SSE is more concerned with the general performance of the entire school. He substantiated this as follows:

School self-evaluation is helpful because it is a means to reflect on the SSE results and the academic results of Grades 8-12 about the previous year. These results of the previous year help the school to do target setting and be aware of challenges and how to deal with the challenges moving into the future.

Lattie perceived SSE as all the school's activities in looking at various areas for evaluation with the quest to unravel the weaknesses that are derailing the school. She explained that the purpose of looking for such shortcomings is to ensure that the school works on a plan that may wipe away such defects towards improving and attaining quality education.

George spoke of school self-evaluation from low-performing schools of 10 years of experience and above, checking how one has performed and can improve moving forward. He added that:

School self-evaluation is a sound system that needs us as teachers to understand why we are evaluating our school. SSE needs to be in good faith and in the spirit of improving our

performance as a school. If we can evaluate, trying to compete with other schools, then we have lost the purpose of SSE.

About the execution of school self-evaluation and how it relates to improving teaching and learning in the school, the teachers with 1-5 years at low-performing schools Martha explained that SSE as an evaluation system which looks at the bigger picture of the school and has its eyes laid on how well the school is operating. Martha emphasised that:

The implementation of school self-evaluation looks at the nine areas for evaluation as stipulated in the SSE template. A school is considered doing exceptionally well if all nine areas for evaluation are attempted, and there is a satisfactory score in each. In implementing SSE, we should never forget that each school has its contexts, therefore declaring every school unique.

Jane submitted the perception of teachers with 6 – 9 years-experience as SSE being a system that sought to address the performance standards that would lead to the betterment of the quality of teaching and learning. SSE, according to Jane, is a way and means to good performance. From ten years and above, one teacher from the low-performing school, Mabocho, stated that SSE is a yardstick that schools use to check the school's performance. She emphasised that:

The diagnosis through the SSE will lead to improvement where there is a need, and the improvement may be visible if, after realising the weaknesses, the school acknowledges that and starts working on programmes that would help alleviate such imperfections.

The teachers from low-performing schools cutting across all years of experience showed that the SSE as a process was having some successes. Martha expressed that teachers co-opted as circuit coordinators were gaining a lot from serving in such positions regarding exposure to SSE implementation. She also said that upon being trained, the circuit coordinators were always willing to share their experiences with colleagues at the school level. Martha further pointed out that:

The circuit coordinators are always willing to help all schools in the cluster deal with SSE matters effectively. They help schools up to a level whereby schools can produce a finished and polished report ready for submission at the circuit.

Teachers from low-performing schools felt that SSE was also damaged by a lack of support from the school principal. Lerato complemented the perception by saying that in certain instances, teachers flouted SSE implementation and the improper execution of the system somehow thwarted the objective that the SSE stood for. She reasoned that faking the SSE was tantamount to producing an uninspiring SIP.

In the view of Jane:

The departmental officials were not on board in helping teachers overcome some of the challenges that are disabling sublime implementation of the school self-evaluation. As teachers, we face a situation whereby computer illiteracy stands between us and accurate implementation of the SSE.

The best-performing schools presented their responses as hereunder concerning their understanding of SSE:

Pearl from a category of 1-5 years highlighted the importance of SSE as unravelling the holistic operation of the organisation called a school. She corroborated that the reason why the SSE exists is to make it a point that schools offer quality education. Jerry, a teacher with 6-9 years of experience, pointed out that SSE was about using monitoring tools and also that SSE was about putting in place the organogram, a submission that demonstrated inefficacy in the SSE domain. Jerry further articulated that:

SSE is a mirror upon which we look at our teaching using a constructive criticism lens to improve where we have faltered for purposes of advancing quality education.

With ten and above years of experience, Lattie contributed by saying that SSE is a system whereby stakeholders from different walks of the department will come and monitor the mode of operation in the school. She said:

The whole point about SSE is to introspect as schools with quality teaching and learning at the back of our minds. The stakeholders are the ones who are involved when it comes to school self-evaluation.

Regarding the execution of SSE for improvement of teaching and learning, the best-performing schools responded in the following manner:

George, a teacher who served for more than ten years in teaching, indicated that IQMS and SSE were implemented basically to emerge with the PGP. Jerry put forward his response that the SSE was a prerogative of the few teachers considered efficacious in the system, and mostly, those were teachers serving as circuit coordinators. Jerry revealed that most teachers' involvement in the SSE was limited to the signing of the relevant documents after the process had been completed. He said:

School self-evaluation implementation is measured through the Grade 12 results. The members of the School Improvement Plan are the ones who implement the SSE, and these are those teachers that have been nominated as circuit coordinators. One has other teachers taking part by mere signing papers that are ready for circuit submission.

6.5.2 Theme 2: External Evaluation's Complementary Role on School Self-Evaluation by Teachers

The study sought to obtain teachers' perceptions on external evaluation related to the second research question of this thesis. In this section, the presentation, interpretation and discussion are about how teachers perceived the complementary role of external evaluation and its impact on the improvement of quality teaching and learning. The data was collected using open-ended questionnaires distributed to 20 teachers (5 from poor-performing and 15 from best-performing schools). In expressing their understanding and comprehension of external evaluation, Martha, a teacher from a poorly performing school, stated that external evaluation was conducted by officials who were not part of the school community who would only come for evaluation purposes and then leave the school without any follow-up support. With her 6–9 years' experience, Jane described the evaluation process as aiming to check how far the school was in its strengths and weaknesses. Jane also stated that:

External evaluation is an open and fair process not characterised by biases but only seeks to help us to enhance quality in our teaching. Most of the time, it is an open book process without some hidden agendas.

Tsarina, another teacher in this group, saw the process as a tool. She said of external evaluation:

The tool will help the school to make some improvements and developments. The monitoring tool can only be helpful if, as a school, we take the comments into serious consideration and begin correcting what is considered wrong by the officials.

The two teachers with more than ten years of experience from the low-performing schools viewed external evaluation as a means to help schools. However, they indicated that the evaluation was sometimes marred by the discourtesy and high-handedness of some departmental officials conducting the evaluation process. A teacher in this category, Mabocha, said that external evaluation aimed to ensure that teaching and learning occurred unhindered.

Responding to the question on who oversees external evaluation and how external evaluation could help in SSE implementation, Tebogo, from low-performing schools with 1–5 years' experience, stated that the departmental officials were in charge of the evaluation. He added that:

The external evaluation helped schools to improve on grey areas in SSE. Some of the departmental officials try to help us with issues that they realise are challenging us. They take their time to try and make us understand how to deal with such challenges.

George, a teacher with 6–9 years of experience, took care of the external evaluation and elaborated that there are many aspects of the school without divulging the specifics. Tsarina added that external evaluation was the efforts taken by office-based educators to help schools on teaching and learning matters. From the same group, Tony stated that external evaluation is a process that is conducted by circuit and district officials. Donald further highlighted that the evaluation is helpful because they adjudicate around the evaluation results and try to improve as a school. Mabocha responded that external evaluation was about outside officials serving in the DBE visiting the school as external evaluators. Mabocha disclosed that some worked specifically on curriculum, and others dealt with infrastructure.

From the five best-performing schools in the teaching experience of 1–5 years, Pearl stated that external evaluation was viewed as visitations by district officials with monitoring and supportive role in schools. This view was perceived by Kgothatso, who said that external evaluation was an inspection that was limited to the district personnel. Doing external evaluation as perceived by

Mphaya was about checking files and the teaching methods that were used. Bushy stated that external evaluation meant visits and evaluation by officials from the district and the province. The respondent went further to explain that even the national officials may visit the school.

Additionally, the objective of the visits was seen as giving support to schools so that the teaching and learning could be improved. Burlington, one of the respondents viewed external evaluation as the collection of the data from the school and improvement of the school. Burlington (year of publication) added that the principal was in charge of the school's external evaluation, thus demonstrating a lack of proper conceptualisation of external evaluation.

External evaluation, as perceived by Refilwe was monitoring of schools by the officials. As to why they monitor, the teachers shared that the monitoring was to ensure that schools adhered to law and policy. Adherence was highlighted by the teachers as an implementation of such policies. Refilwe mentioned that:

In cases of non-adherence, it then becomes the responsibility of the officials to support the schools by explaining how each policy should be implemented. The aim is to ensure that schools become familiar with implementation.

Lerato with 6–9 years of teaching experience from the five best-performing schools, also responded that ideally, the external evaluation should be done by experienced external evaluators who provide data analysis and feedback. She elaborated that:

Officials regard the recommendations as to areas that would improve teaching and learning if the school can correct them. What is essential is to take the recommendations serious without some elements of criticism.

The second response from Tony and Lattie concurred that external evaluations are usually conducted by experts who are considered outsiders, with distant relationships with the schools they are evaluating. These could be officials such as circuit managers, the curriculum advisors, the people from the National School Nutrition Programme (NSNP) and many others, operating in line with the expectations of the DBE. NSNP is a programme that oversees the feeding of all learners in the public schools of the Republic of South Africa. Jerry stated that the education system in South Africa refers to external evaluation to ensure that teachers are on the right track.

Lattie articulated that:

It is helpful because, in the absence of an external evaluation, one may think everything is fine in teaching and learning. Taking time to come to school, the departmental officials hope to ensure smooth running in schools.

The teacher with more than ten years' experience stated that the principal and the external evaluation committee were the officials at the forefront and said it was done when needed. On how the evaluation helped the SSE, Christina mentioned that it helped craft learners' schedules at the end of each term, focus areas for improvement, and follow-up to ensure that learners had been correctly retained or promoted. Another view was that the circuit manager did the external evaluation who spent the whole day at school. Christina further said:

The evaluation is deepened as the circuit manager requests learners' books, master files, policies, leave registers, time books, class registers, NSNP files, and many other documents. External evaluation is done by giving feedback after that and making recommendations.

When asked about who implemented external evaluation and its use to help SSE, Mphaya stated that the school improvement team took control in completing the SSE and tracking the SIP and enhancing its implementation. Mphaya explained that:

External evaluation can develop the school provided that challenges diagnosed by the school improvement plan are addressed. One does not get the report and put it in the cupboard and expect to have improvement.

In response to the role of external evaluation, Mphaya indicated that external evaluation should be about training teachers, visiting schools before implementation and then addressing factors that could prevent proper implementation.

6.5.3 Theme 3: Perceptions of Teachers on Professional Support Service

The 20 teacher-participants were asked how professional development workshops and other professional support interventions should be conducted to help teachers implement SSE conducive to improving quality teaching and learning. The question was in line with Research Question 3:

What professional development strategies do teachers perceive as helpful for SSE and the improvement of quality teaching and learning?

From a low-performing school with 1-5 years in the teaching field and the implementation of SSE, Jane preferred a professional strategy characterised by regular workshops on SSE. Jane articulated:

I think SSE can yield positive results if one has it taking place for a long time. In that way, it will be able to deal with many challenges. Short term SSE are not benefitting teachers to a greater extent.

The workshops should be facilitated by departmental officials filled with SSE knowledge, she emphasised. In addition to the professional strategies, Lerato stated that the workshops should be continuous so that the SSE dynamics are extensively transferred to the teachers. Mabocha, of ten years and above, also from a low-performing school, stressed that the SSE training should consider the teachers' challenges. Mabocha pointed out that:

The department must make it a point that efficacious officials from the department conduct the SSE workshops. The district should refrain from using teachers as coordinators. They (teachers) need to be part of the trainees. The principals should be subjected to specialised SSE training to get the SSE right as they are the most senior teachers in schools.

From a category of best-performing schools, Pearl felt that there was a need to conduct SSE workshops so that the needs of the teachers are ironed out. For Pearl, it is vital to may sure that SSE training combines both the areas of evaluation in conjunction with the relevant subject matter. Burlington (year of publication) added that for SSE to attain its overarching objective, all teachers in the system were to be trained. Refilwe complimented by saying that efficacious officials are essential for the successful implementation of SSE for quality teaching and learning. Refilwe stated:

The department should help the course of SSE by deploying officials with SSE knowledge to deal with the matter. If they can have such people in charge, the quality of SSE implementation will improve, so maybe the quality of teaching and learning. ... We need officials who are knowledgeable in SSE to lead this process. Furthermore, the SSE workshop is supposed to be so that it caters for all the areas the teachers need to bring

about quality teaching and learning. SSE training must take a long time and take the computer skills that the teachers are struggling with into cognisance. There must be follow-up SSE workshops to deepen teachers' understanding of this process.

6.5.4 Theme 4: Perceptions of Teachers on School Self-Evaluation and Instructional Leadership Roles

As indicated earlier, research question 4 of the study was about the instructional roles of various stakeholders in SSE. The first question was directed at the role of principals in implementing SSE in the school. The respondent teachers with less than five years of teaching experience from low-performing schools said the principal was at the summit of any SSE-related activity. Pearl stated:

The principal is expected to clarify SSE issues and motivate teachers. In the absence of the district official, the principal leads by in-depth knowledge she is expected to have as the instructional leader.

With teaching experience of between 6 and 9 years, Tsarina said that, in her understanding, the principal is the most senior in the school and should support teachers in many ways. She stated that:

The roles of the principal must include that of an overseer and should check lesson preparations of teachers and support those that come across challenges. The instructional role of the principal is to allocate subjects to the teaching staff and make other allocations available for implementation by all and sundry in the school. The principal should play a supportive role.

The principal was also seen as an authority helping all the teachers while providing them with all the essential documents such as moderation tools for setting examinations and class visits. In the ten years and above category from poor-performing schools, Donald said that he understood the role of the principal to be that of a coordinator who should monitor the implementation of the SSE. In his opinion, the principal should ensure that all teachers are committed to implementing the SSE. Donald emphasised that:

The principal must make sure that teachers do not undermine the implementation of the SSE. The principal can make sure that the teachers take the SSE seriously provided that he or she is knowledgeable in the process.

Mabocha said the role of the principal started with the principal's acceptance and understanding of the significance of SSE and believing that it was a helpful process in improving the quality of teaching and learning. She elaborated that:

The belief was vital for enabling the principal to motivate teachers to take SSE implementation seriously. On a serious note, it has to start with the principal, he the principal believes, the entire teaching staff will believe.

Mabocha emphasised that the principal as the instructional leader was to 'walk the walk and talk the talk' and ensure that all teachers did the same. In other words, the principal should lead by example in SSE implementation.

From the best-performing schools, of the five teachers with experience between 1 and 5 years, Pearl explained the instructional roles to be that of support system to all the teachers in the school and that implied finding out about the challenges of individual teachers and trying to help to resolve them. The principal must facilitate professional training for teachers, such as outsourcing computer literacy training for computer-illiterate teachers. Teachers need to be supported with the necessary skills and support. If SSE is to be successful, Pearl added on the matter. Pearl also mentioned that:

My take is that the role of the principal should be inclusive of giving teachers the necessary support they need about the SSE matters. The principal must also organise school-based workshops to help teachers with their challenges.

Kgothatso, the second teacher in the category, stated that the principal is expected to influence the implementation of the SSE. Kgothatso also mentioned that:

The principal must ensure that teachers are honest in the implementation of all areas of evaluation in their ratings. I think the principal is supposed to ensure that the areas identified during the SSE are correct. If the principal could do that, the quality of teaching and learning would improve.

Another view was that principals themselves must be trained through workshops in the SSE and other matters. Refilwe responded that principals must attend workshops in order to know the SSE and other matters. She indicated that attending meetings will help principals to play their instructional roles in the school. In expanding further, she indicated that principals should use the knowledge to workshop their teachers and improve the skills of teachers. Refilwe said that if all teachers were knowledgeable, there would be no problems of negative attitudes in the school.

On principals providing guidance and support, Bushy advised principals not to wait for instruction from the district before SSE could be implemented in a school. He stated that the principal should be empowered to have an annual programme outlining SSE activities for the whole year. With 6 to 9 years of teaching experience from well-performing schools, Jerry responded that the principal as the instructional leader should ensure that the school improvement team was in place. Speaking further about the instructional roles of the principal, Jerry made it clear that:

Despite having the school improvement team, the principal should resource the team and encourage them to implement it. The principal is expected to hold briefings and explain the significance of the SSE.

Lerato said that the SSE instructional role of the principal was expected to address issues of improving quality teaching and learning. The SSE's success or failure will always be attributed to the principal, and the failure of the school to produce good results in Grade 12, wrote on the questionnaire. Another teacher, Tony, stated that the role of the principal should be responsible for building teachers' capacity on SSE since they are at the frontline. Tony also explained that it is the role of the principal to make teachers realise why SSE should be done impeccably.

Christina stated that the principal should continuously engage teachers on SSE matters. She explained that:

I think that the principal must have all the nine areas for evaluation explained thoroughly and indicate to teachers the implication of each in improving the quality of teaching and learning. In his or her capacity, the principal must be highly knowledgeable in the SSE. That means that the principal must attend meetings that will help in understanding the process entirely.

Tony mentioned that:

As part of the role of the principal, adequate training of teachers should be rolled out and outsourcing knowledgeable officials if ever there was a knowledge gap in the school. SSE workshops should not be treated as events.

According to George, the principal was expected to check all the areas identified as weak and help ensure that they were corrected. Tebogo stated that the role of the principal started with their learning about the SSE and not depending solely on the knowledge from the district official.

Tebogo authentically communicated that:

The principal must involve the parent component of the school governing body in the evaluation process. Involving the school governing body parent component will enable the principal to influence those laptops to be bought for all teachers and make SSE implementation easier.

6.5.5 Theme 5: Teachers' Perceptions on Quality Teaching and Learning

In response to challenges hindering teachers' support and professional development, teachers from low-performing schools explained the importance of reflection on their weaknesses. That was viewed as an effort to improve the quality of their teaching. Jane from low-performing schools (6-9) underscored the importance of having a tool that will help regulate learners' daily attendance at schools, debating that attendance may validate the issue of quality teaching and learning. Lerato from the same category with Jane said that lesson preparations and observing the confines of the SIP were vital ingredients of quality teaching and learning. Tebogo also said his bit concerning quality teaching and learning by mentioning that:

What is standing on our way to quality teaching is the lack of class visits by HoDs. It is also necessary to assess learners and give them immediate feedback. If we can also have classroom discipline and show improvement in Grade 12, we can now talk of quality teaching and learning.

From best-performing schools, Christina mentioned that quality teaching and learning is achievable when teachers offer curriculum selflessly and set aside time for critiquing what one has

been teaching to improve in the future. George debated that if we can make sure we set quality question papers marking guidelines as a school, we would then talk of quality teaching and learning. George also said of quality teaching and learning:

We are moderating scripts after marking also constitutes quality teaching and learning. There is a need to enhance the quality by drafting improvement strategies and ensuring that such strategies are implemented up to the last details. Another important aspect is to employ qualified teachers, no quality teachers, no quality teaching and learning.

Jerry wrote of quality teaching and learning as a:

combination of adequate and relevant resources in teaching and learning whereby monitoring and support from the departmental officials are the order of the day. Another crucial aspect is to have teachers who continue to learn to augment knowledge in the subjects they are teaching.

6.6 DISCUSSION OF FINDINGS FROM TEACHERS THROUGH QUESTIONNAIRES

On teachers' perceptions on SSE, the responses from the low-performing schools disclosed that SSE is believed to be done in the quest to check the previous year's Grade 12 results to improve going forward. These responses corroborated the principals' views that the purpose of SSE was for improvement. The teachers' responses are supported by Jones and Tymms (2014) as they posit that other countries conduct SSE to improve the quality of teaching and learning, which in turn leads to improvement of quality and learning. It emerged from the data set that the teachers implement the SSE to avoid being charged with misconduct. This response correlated with the principals' response that efficacy was lacking in dealing with the SSE, thus endorsing the point that teachers need some SSE efficacy to evaluate properly (Bandura, 1977). This lack of self-efficacy was also revealed through the flawed implementation of the SSE by the school improvement team members. The response validated the response from the principals that inaccurate implementation of the evaluation defeats the ends of what SSE stands for, which is the improvement of quality teaching and learning. The dishonest response is not in line with literature which suggests that SSE should be characterised by openness and honesty (Thornley, 2012).

On the implementation of SSE, only 5% (1 teacher) of the teachers disclosed proper application of the process. Nineteen (19) teachers, which translates to 95% of the teacher population who responded to the open-ended questionnaire, appeared unsure about how their schools go about implementing the SSE. A unique feature was discovered that teachers felt the need to be adequately enlightened on the rationale for implementing the SSE. This response correlates with the principals' response that they were not that knowledgeable on SSE since principals were the ones who should be training their teachers on the implementation and the significance of SSE. This response is supported by Anderson et al. (1998), stating that teachers whom efficacious principals support in evaluation will be eager to implement SSE. If their principals well develop them, the teachers will know that SSE is all about goal-setting, planning and implementing revised improvement measures (Hofman et al., 2009). As an indication that the teachers lacked knowledge of why SSE is done, they perceived the process as time-consuming. This response agreed with the perception by principals that teachers are complacent about SSE implementation.

On the one hand, the teachers did not deny that the SSE could improve the Grade 12 results. Thus the teachers' responses corroborated with the principals' perceptions that the evaluation was helpful provided that there was rigorous SSE implementation. However, a notable view was that there was a work overload because some teachers lacked computer skills, a point that was consistent with the principals' response that only computer-literate teachers were called to workshops. This response contradicts the goal-setting theory, which states that teachers work towards a vision they have helped formulate (Locke, 2001).

The Research Question 2 of this study is on successes and challenges. The responses from the data collected through the questionnaires supported the perceptions of principals on SSE. There is also a link between the responses and the literature. This correspondence between the responses and literature is evident when teachers stated that they were frustrated since they did not understand the reason behind engaging in SSE, while literature suggested that SSE aims at outlining the goals and the plans of the school and how to bring about improvement (Hofman et al., 2009). Through the responses from these teachers, the second assumption of the study was validated. The response that computer-illiterate teachers struggled to implement SSE also endorsed the constructive theory viewpoint that accumulation of cognitive structures is essential for innovation in processes

(Muller, 2011). The development of computer skills can enable teachers to implement new things – in this context, the SSE.

The discussion on the second theme on external evaluation's complementary role on SSE by teachers and the responses from the low-performing schools revealed that external evaluation was helpful as it was conducted relatively with no elements of bias. This response corroborates the perception of principals on the fairness of the process since neutral officials conducted it. This view is supported by Newman and Newman (2007), stating that individuals can learn through observation, imitation and modelling. In implementing SSE, teachers could imitate the departmental officials and be fair and honest in the evaluation process. The responses from teachers from low-performing schools showed that external evaluation could be helpful if followed by an interrogation of the recommendations from the monitoring tool that should be given to the principal. Consistent with the response, the goal-setting theory stresses the significance of constructive feedback (Grant, 2012). The best-performing schools revealed that the circuit manager did an extensive external evaluation, and principals and teachers shared this view. Teachers opined that evaluators should come and enlighten them about SSE before coming for monitoring. This viewpoint implies that vicarious experience of the social cognitive theory can help teachers understand SSE implementation as they would then imitate the actions of the external evaluators (Bandura, 1977).

The 20 teacher-participants' responses from the questionnaires concerning the role of the external evaluation on SSE and quality teaching and learning portrayed similar views and perceptions to those of the principals. The study revealed that external evaluation could complement SSE in improving quality teaching and learning in various ways based on teachers' responses. The first assumption of this study, as made in Chapter 1, seems to be endorsed by the findings that through constructivist approaches, external evaluation gives credence to teachers and a chance to expand their knowledge on SSE and consequently improve the quality of teaching and learning (Killen, 2007). In addition, there is affirmation between the responses and literature that both SSE and external evaluation are essential for improving quality teaching and learning (Hofman et al., 2009).

The findings on teachers' perceptions on professional support service revealed that there was less time allocated for teacher SSE professional development and as such, the response correlated with the view of the principals that workshops took place once a year. This view is supported by Burns

and Lawrie (2015) in their submission that teachers should be offered professional development in SSE to teach effectively. Teachers revealed a standard view that it was not fair that his junior workshop the principal as head of school regarding the implementation of SSE. In their interviews, principals stated that the department called them for SSE workshops conducted by one district official and coordinators (teachers co-opted from schools), a view similar to that of the teachers. These two responses confirm the viewpoint that spoke of lack of SSE efficacy and insufficient SSE officials in the DBE. On the contrary, Henson (2001) warns that teachers should be equipped with SSE efficacy for teachers to be motivated to implement SSE properly.

The responses addressed Research Question 3, which sought to determine SSE professional development strategies to improve quality teaching and learning. The viewpoint of the teachers that there should not be long gaps between workshops is supported by literature which states that professional development should be conducted for an extended period (Darling-Hammond et al., 2017). The teachers' views also upheld the second assumption of the study, which stated that through the goal-setting theory and the social cognitive theory, teachers could implement SSE that could be pivotal in enhancing the quality of teaching and learning. This assumption is consistent with the view that if teachers master the SSE skills, their efficacy could be improved, and that would help improve the quality of teaching and learning. Furthermore, the responses addressed the first assumption: constructivist theory affirms that learning as a cognitive structure contributes to formulating new teaching strategies through rigorous SSE implementation (Muller, 2011).

The responses from all 20 teacher-participants (both from low-performing and best-performing schools) on perceptions of teachers on SSE and instructional leadership roles were unanimous that principals are expected to play a role in SSE implementation. From the above responses from teachers on principals' role in SSE, the following characteristics can be summarised:

- Guidance and support;
- Principals must create positive attitudes in their teachers on SSE;
- Principals must be initiators and implementers;
- Capacity-building for teachers' professional development;
- Leading by example in SSE;
- Principals must empower staff in SSE;

- Leadership champions and experts in the SSE field;
- Overseers of the SSE processes and systems.

The responses from all 20 teachers disclosed that principals should play a key role in SSE matters. This finding matched the viewpoints of two principals from well-performing schools who were found to be presiding over SSE training, implementation and inspiring teachers. This response is in keeping with the literature that states that principals' role should be to support teachers in SSE for excellence in teaching and learning (DeMatthews, 2014). As a distinct feature, the teachers disclosed that the principal should motivate teachers continuously. The finding was confirmed by submitting one principal who trained his teachers and eventually developed a positive SSE attitude among the teaching staff. In line with this viewpoint, literature shows that facilitative leaders play a supportive role in teaching staff (Hartman et al., 2015). The support received by teachers motivated them to implement SSE properly. Teachers indicated that principals should attend SSE workshops to draw annual programmes and instil the value of SSE among teachers. These responses complemented the perceptions of the principals who were incompetent in SSE implementation because they lacked sufficient SSE professional development. This view is supported by literature which states the necessity of rigorous professional development for school improvements through SSE (Girvan et al., 2015).

Through the teachers' viewpoints, Research Question 4 was addressed, thus outlining the roles to be played by the principal as an SSE instructional leader at the school level. Darling-Hammond et al. (2017) show that SSE-focused professional development is crucial for quality teaching and learning. It should be incumbent upon principals of schools to organise SSE workshops in their schools as part of fulfilling their SSE instructional leadership roles. The teacher-participants' responses confirmed the second assumption of the study, thus proclaiming the significance of SSE that is grounded on the goal-setting theory and the social cognitive theory and its positive impact on quality teaching and learning. Literature confirms that the SSE workshop improves the efficacy and confidence required for the improvement of teaching and learning. (Henson, 2001). The goal-setting theory states that schools could improve their performance by identifying their strengths, weaknesses, opportunities, and threats (Hovardas, 2015). Once schools have worked on their strength, weakness, opportunity, and threats, they could then improve on their SSE implementation, culminating in learning and performance goals (Day & Tosey, 2012).

The findings on teachers' perceptions of quality teaching and learning found that the significance of teacher self-reflection is one of the elements that constitute quality teaching and learning. This finding supports the literature as it shows the importance of checking ones' teaching against the relevant department documents like pace setters (Lok-fung, 2013). The findings revealed the necessity of various tools such as learners' attendance registers to affect quality teaching and learning positively. In managing attendance, teachers enforce learners' constitutional right to Basic Education (Republic of South Africa, 1996). Planning is highlighted as key to quality education. In keeping with this finding, the goal-setting theory asserts the significance of planning as it leads to goal formulation and motivation to teach to improve the quality of teaching and learning ((Lunenburg, 2011). Quality teaching and learning may thrive when there is adequate monitoring of the teaching and learning by departmental officials such as curriculum advisors and Circuit Managers. It is necessary and vital for seniors to support teachers as they continue offering teaching in schools (DBE, 2017).

6.7 DATA PRESENTATION AND INTERPRETATION FROM HEADS OF DEPARTMENTS' FOCUS GROUPS

This section presents the findings from the focus group discussions. Of the 28 HoDs who participated in the focus group interviews in a group of four per school, this translates into two FGDs held in two low-performing schools and five FGDs for best-performing schools. Eighteen HoDs were women, and 10 were men. The HoDs were selected from the various departments in the schools, namely:

- Languages;
- Social Sciences;
- Mathematics and Mathematical Literacy;
- Physical Sciences and Life Sciences; and
- Commerce, Hospitality and Creative Arts.

The purpose of the FGDs at schools was to triangulate the data collected from the principals' interviews and the teacher-participants' questionnaire responses. The triangulation of data from FGDs was able to validate and dispute some of the findings, which determined the reliability and

validity of the findings to a large extent. The focus group guideline was prepared beforehand and is attached as Appendix G.

6.7.1 Description of School Self-Evaluation

The HoDs' FGDs at low-performing schools described SSE as a process aimed at improving curriculum delivery at schools. One participant indicated that for schools to implement SSE, the aim was to satisfy submissions demanded by the district officials, a viewpoint similar to the one stated by most teachers in the questionnaires. The HoDs confirmed the viewpoint of teachers that SSE would be a good evaluation process capable of improving the quality of teaching and learning if it were not for the challenges in terms of improper implementation and the fact that some teachers did not take SSE seriously. The HoDs' submissions concurred further with the findings from the teachers that SSE was implemented as a barometer or a witch-hunt, meant only to point out mistakes, without necessarily seeking solutions and helping teachers improve the quality of their teaching. That view was seen as negativity from the implementers, tantamount to defending their actions. One HoD, Morula affirmed that:

Due to this approach, negative attitudes develop because we do not see the value of SSE implementation as teachers. If it could be done correctly, all programmes followed throughout the year would be met with a positive response, and in that way, teachers would regard it as being supportive.

One HoD participant shared that SSE as a new phenomenon was an evaluation process within the school reflecting on the areas the school was expected to have implemented. Another viewpoint was that SSE helped the HoDs know their teachers better while deriving approaches to ensure a friendly climate. The HoDs further submitted that the SSE was a process that familiarised them in better understanding and interpreting legislation related to the SSE implementation.

In describing the SSE, the responses from the five best-performing schools' FGDs were that SSE was about the introspection teachers did regarding their school's performance. One HoD said that the SSE was about ascertaining the level of parents' involvement in their children's education, thus highlighting a new factor in SSE.

Two factors were brought up in one discussion group that some teachers with many years of teaching experience lacked computer skills, a critical and imperative in implementing the SSE. In trying to cover up their deficiency, they become reluctant to learn the skill in improving their performance. The view was expressed by some teacher-participants' responses to the questionnaires. On the issue of flawed SSE implementation, another HoD, Origen, held that:

Teachers are missing opportunities to be workshopped on SSE matters. These missed chances and hindered progress in their learning skills concerning school self-evaluation dynamics. The consequence of lost opportunities impacts negatively on quality teaching and learning.

Some even hid and ignored challenges by inflating marks suggesting that they had no challenges concerning SSE contents and dynamics. This view corroborated the lack of honesty that some teachers in their questionnaires pointed out.

6.7.2 External Evaluation Complementarity

On how external evaluation helped the school self-evaluation, the HoDs from low-performing schools stated that the external evaluators helped teachers to deal with the grey areas in SSE implementation, a viewpoint that the teachers also mentioned. One HoD added that the evaluators ensured compliance with pacesetters, work schedules and programme of assessment. This finding supported the teachers' viewpoint that external evaluation served the purpose of curriculum monitoring. From the FGD, Nkopo pronounced that:

The inspection also aims to improve schools' functionality and deliverance of the core mandate, which is teaching and learning. The curriculum is always a top priority of many departmental officials visiting the school.

Adding new information, the HoDs stated that some departmental officials visited schools to empower school governing bodies on issues around governance as entailed in the SSE area of evaluation called governance and relationships. One HoD explained that the departmental officials visited schools to support the principal on SSE matters, and the principal would then cascade the knowledge to teachers for implementation purposes. An HoD from the department languages, Clifford, said that:

Usually, the officials from the district come to school to train members of the School Governing Body. The sentiment is in line with the area for evaluation which is known as governance and relationships.

The best-performing schools' HoDs explained that that school inspection helped in the sense that it enforced compliance concerning written work and curriculum coverage, a finding which matched teachers' viewpoints that external evaluators helped to ascertain that schools were following the directives from the SIP drawn as per SSE directives. One HoD, however, said that school inspection was not widely implemented because some of the General Education Training Band subjects were left out, citing Creative Arts as one of the subjects that were not well supported. The NSNP is a government initiative in South Africa that seeks to provide learners with nutritious meals to enhance learners' ability to learn. The teachers' responses that external evaluators visited schools to ensure good practices about NSNP were affirmed by an HoD who asserted that part of what the circuit manager did during school visits revolved around enforcing health compliance about NSNP. Said the HoD, Naledi, from the best-performing school:

External evaluation is helping us a lot. Because of visits from the departmental officials, everybody is hands-on. Learners are given enough written work, and teachers are keen to finish the curriculum timeously. ... The importance of the visit by the circuit manager is to impose compliance concerning cleanliness and the issue of meal specification, ratio, and the documents used such as registers, payments of National School Nutrition helper mother and other related issues.

6.7.3 Focus Group Discussions on Professional Development Strategies

FGDs from the low-performing schools perceived SSE professional development as targeting circuit coordinators to exclude the majority of the teachers. This finding was in line with the teachers' findings which stated that the departmental officials should avoid workshopping the coordinators only as SSE was affecting all the teachers. One HoD introduced a new idea that the departmental officials should develop teachers by demonstrating SSE implementation and teaching the subjects on behalf of teachers while teachers were observing the lessons. Another HoD said that the officials should deal with all the nine areas of evaluation, namely, basic functionality, leadership, management and communication, governance and relationships, quality

teaching and learning and educator development, curriculum provisions and resources, learner achievement, school safety, security and discipline, school infrastructure and lastly parents and community. HoD Morula said:

I think that the curriculum advisors should consider teaching our subjects while we are observing them. The practice could be helpful as we will learn a lot about how to approach some topics, especially the ones that challenge us.

In complementing the above submission, another HoD, Nkopo, mentioned that:

To show an understanding of the school self-evaluation process, the departmental officials are supposed to unpack SSE while visiting schools. As experts, why can't they at least do justice to the basic functionality, leadership, management and communication, governance and relationships, quality teaching and learning and educator development, curriculum provisions and resources, learner achievement, school safety, security and discipline, school infrastructure and parents and community? From their demonstration, we could learn a lot.

The category of best-performing schools stated the importance of empowering principals with SSE skills and techniques, which corroborated the teachers' viewpoints that SSE professional development needed to give principals special attention. In the view of Montsho, an HoD from one best-performing school:

Departmental officials should do away with the tendency of distributing documents only to SSE workshop attendees. The officials should interrogate the documents to enhance teachers' SSE knowledge.

This viewpoint suggested a lack of SSE efficacy from the officials as initially highlighted by the teachers through the questionnaires. A new highlight from the FGDs was that the SSE professional development strategy should delve into content challenges such as the Euclidean topic in Geometry. This crucial viewpoint corroborated the teachers' perceptions that SSE professional development should be subject to content-specific. Pule, an HoD serving in the SDT, stated that:

The curriculum advisors should give us a chance to indicate to them the topics giving us problems. When they arrange workshops, they should focus specifically on such topics. In this way, our teaching will improve, and so will be the performance of learners.

6.7.4 Focus Group Discussions on Instructional Leadership Roles

The HoDs from the low-performing schools presented a view that principals lacked relevant SSE skills to provide influential SSE instructional leadership roles in their schools; hence teachers struggled with SSE implementation. HoD Morula said:

To get SSE right, we need to have intensively trained principals so that they would be able to transfer the SSE knowledge to the entire teaching staff at the level of the school. How does one expect a person without knowledge to train the other? It is just an impossible task.

This viewpoint differed from the expectation of teachers who responded to the questionnaire in this study as they needed a principal to empower them through exemplary leadership. The FGDs stated that their level of motivation regarding SSE implementation had been negatively affected because their principals did not sufficiently empower them. The HoDs from the best-performing schools confirmed the findings of the FGDs at low-performing schools by stating that the principals were not able to oversee the SSE implementation processes in their schools because they were not knowledgeable in how SSE should be implemented. This viewpoint contrasted with the perspective from teachers' that principals were expected to be champions on matters of SSE. Understandingly HoD Kgopotso said:

We find it challenging to implement SSE. Our main challenge is that principals seem to know less about SSE. Our principal is honest enough to say that they are not given proper training, and as such, it becomes challenging for him to lead the SSE process effectively.

Another HoD, Mathabo made an addition:

We are lost about motivation because our leader is found wanting on SSE matters. We do not have enough capacity to implement this SSE. I think the principal has lost it regarding SSE, as he was supposed to be leading from the front.

6.7.5 Quality Teaching and Learning

On the question of IQMS and its value, the HoDs from the low-performing schools stated that there was value in the system to improve quality teaching and learning. The FGDs said that the IQMS helped the teachers identify their weaknesses and then work towards remedying such weaknesses, which enhanced the quality of teaching and learning. The HoDs perceived the IQMS as valuable to improving quality teaching and learning and opined that they would appreciate it if the IQMS could be included as part of the teaching curriculum at the level of tertiary training. As in the case of SSE implementation, the HoDs raised the concern of only implementing it to score high marks to get a pay progression. Kega, a low-performing HoD, highlighted that:

My opinion is that the IQMS is valuable in improving the quality of teaching and learning. Through the IQMS, we can discover our challenges when it comes to teaching. If one takes such challenges to task, the teaching approach is bound to improve, which will positively impact the quality of teaching and learning.

The best-performing schools' HoDs said that the IQMS was important in improving the quality of teaching and learning because teachers prepared quality lessons during the appraisal sessions. The FGDs further mentioned that it would be helpful to maintain the standard they had manifested in the IQMS proceedings to teach throughout the year. The HoDs revealed a need to develop teachers relevantly by looking at the contents of each teacher's PGP. From these FGDs' findings, there was concurrence with teachers on quality teaching as an end product of the IQMS that delved into issues of quality lesson plans and workshops. Mpho, an HoD and also a member of the SDT, clarified that:

The IQMS plays a role because I have observed a teacher presenting quality lessons during the appraisal. I congratulated her after the lesson and told her to take that effort forward. I have seen improvement from that teacher.

6.8 DISCUSSION OF FINDINGS FROM HEADS OF DEPARTMENTS' FOCUS GROUPS

In describing the SSE, the HoDs in the seven FGDs concurred about the importance of SSE in improving quality education because it was honestly implemented. This view is shared by Matthews (2015) in their premise that SSE mirrors teaching and learning in schools and helps the

betterment of quality teaching and learning. The viewpoints from the FGDs further affirmed the significance of SSE in monitoring curriculum management. In keeping with this perception, the goal-setting theory shows the importance of setting goals and adhering to such goals (Latham & Locke, 1991). The finding that SSE should be considerate of parents' input is in keeping with literature that values stakeholders' participation in the implementation of school self-evaluation ((Kokeyo & Oluoch 2015).

The viewpoints of the FGDs addressed Research Question 1 in the sense that the HoDs gave their perceptions on SSE and quality teaching and learning. Literature validated this perception by stating that SSE is crucial in giving clarity to improving teaching and learning (Caputo & Rastelli, 2014; Ladden, 2015; Mathews, 2015). The finding that teachers developed reluctance in implementing the SSE is supported by the constructivist theory, which points out that there are some inadequacies in the DBE in helping teachers to master the SSE strategies and tactics (Friesen & Scott, 2013). If teachers could master the SSE skill, that would help in boosting the quality of teaching and learning. Furthermore, the findings confirmed SSE literature which stated that many countries across the world are dependent on SSE to improve the state of quality of teaching and learning (Grek et al., 2014; Jones & Tymms, 2014; OECD, 2016).

The responses from the FGDs on external evaluation complementarity (two low-performing and five best-performing) concurred that external evaluation played a role in helping SSE on matters of improving quality teaching and learning. There was concurrence among all teachers who participated in this study on the complementary role of external evaluation. This viewpoint is further backed by literature as it is apparent that, globally, many countries use external evaluation to enforce SSE with the view to improving quality teaching and learning (Klerks, 2012). Through the FGDs, a particular highlight was noted that external evaluation was compromised in General Education and Training Band, contrary to the social cognitive theory, which states that verbal persuasion modifies the attitudes and beliefs of teachers (Hamm & Dunbar, 2006). If left unchecked, some teachers in the General Education and Training may become complacent, which would be detrimental to the quality of teaching and learning.

Furthermore, the responses from the FGDs adequately addressed Research Question 2 in confirming that school inspection/external evaluation helped the SSE improve the quality of teaching and learning. This viewpoint was found to be in keeping with literature which states that

external evaluation is complementary to SSE in the quest to improve quality teaching and learning (Hofman et al., 2009). The responses further spoke to the three theories that underpinned the study since, through monitoring, external evaluation helped teachers achieve learning and performance goals (Day & Tosey, 2012). Secondly, the viewpoints submitted align with the social cognitive theory because the support during school inspection enhanced the teachers' SSE efficacy and thus contributed to improving the quality of teaching and learning (Bandura, 1995). Finally, the constructivist theory is supported because, through visits by external evaluators, teachers acquire new SSE strategies helpful for crafting constructivist teaching methods that can be used to improve teaching and learning (Muller, 2011). By and large, the three theories embedding the study are validated.

The findings on professional development strategies, the HoDs participating in the FGDs from low-performing and best-performing schools underscored the following features of effective SSE professional development:

- All-inclusive SSE workshops;
- SSE officials workshop through doing;
- Intensified SSE workshops for principals; and
- Subject content-specific SSE workshop.

From these viewpoints, it was apparent that there is a need for knowledgeable SSE officials who should engage teachers with subject content during the workshops. In line with this finding, the literature recommends professional development focused on helping teachers overcome subject content inefficacies and improve teaching strategies (Hammond et al., 2017). This approach may help to improve the quality of teaching and learning. Consistent with this viewpoint, the social cognitive theory states that SSE that targets subject efficacy is one precondition for teachers' teaching motivation (Henson, 2001).

The FGDs' responses addressed Research Question 3 by emphasising the relevant SSE professional strategies that could improve the quality of teaching and learning. The literature further affirmed the findings by advocating for SSE professional development that deepens teachers' skills and knowledge, imperative for enhancing teaching and learning (Bouchamma et al., 2014). From the latter perspective, the social cognitive theory's stance that teacher efficacy is

critical for improving the quality of teaching is confirmed (Henson, 2001). On the other hand, the findings are also in line with the constructivist theory, which upholds teachers' coaching role as they protect the integrity of quality teaching and learning (Brooks & Brooks, 1999a).

The findings on instructional leadership roles from all the focus discussions portrayed the principals' lack of SSE efficacy which interjected their role as champions in SSE issues and implementation. This finding shows that SSE efficacy is not up to scratch in the schools that participated in the study. This finding is supported by literature highlighting the negative impact of low self-efficacy on motivation to deal with SSE matters and its implementation at schools (Maddux, 2018). The literature further supports the view that good SSE instructional leadership is critical for improving teaching and learning (Spaul & Kotze, 2015).

Through the responses of the focus discussions, the Research Question 4 of the study was addressed. In addition, the responses spoke to social cognitive theory in the sense that they revealed that only efficacious principals could provide an influential SSE instructional role in improving teaching and learning. Principals' SSE self-efficacy is pivotal in providing effective SSE instructional leadership (Bandura, 1977). Additionally, the viewpoint is supported by the social cognitive theory, which explains the importance of imitation in SSE implementation, which could help to improve the quality of teaching and learning (Newman & Newman, 2007). As discussed above, the second assumption of the study is validated. This response is further supported by literature which states that SSE instructional leadership is about teachers' empowerment to implement the SSE process (Phillips, 2009).

The responses from the FGDs on quality teaching and learning showed alignment with the data from the principals' semi-structured interviews and the data from questionnaires. The perceptions of principals and teachers were that quality teaching and learning is characterised by, among other things, lesson planning, while the FGDs showed that the IQMS helped teachers to develop good lesson plans that could bring about quality teaching and learning. This view is supported by the social cognitive theory, which shows that teachers can derive efficacy from mastery experience (Bandura, 1977). The responses from the FGDs revealed that the continuous workshops in IQMS could help improve quality teaching and learning. This response matches the principals' perception that lifelong learning contributes to quality teaching and learning. This view is supported by literature that explains the importance of professional development to improve quality teaching

and learning (Tangney, 2016). A unique characteristic of the response from the FGDs was that IQMS is a valuable tool but is often marred by political appointments, which brought incompetent officials into the system to deal with SSE and IQMS. In refuting these nepotistic or political appointments, the social cognitive theory highlights that it takes an efficacious teacher to produce efficacious and motivated learners (Anderson et al., 1998). It stands to reason that if teachers are not well workshopped in terms of SSE, they will not be able to improve their teaching methods, which will negatively affect the quality of teaching and learning. This viewpoint is further supported by the constructivist theory, which shows that teachers who possess good skills due to the IQMS will be able to teach learners to broaden their knowledge (Killen, 2007). Broadening of knowledge connotes an improvement of quality teaching and learning.

6.9 DATA PRESENTATION AND INTERPRETATION FROM OBSERVATIONS

This section seeks to present and discuss the data collected from teachers through non-participation of the phenomenon being studied. The researcher observed all the selected participants in the seven selected schools (2 low-performing and five best-performing) while administering the SSE to identify the weaknesses in their schools. In each school, a total of eight teachers across all ranks were observed. In only one school where seven teachers participated, bring a total of 55 teachers. In this category, no quotes were extracted since there were no verbal or written statements from the participants. The field notes produced the findings as below:

6.9.1 School Self-Evaluation Perspectives

The field notes derived from the non-participant observation found that teachers perceived SSE as helpful. As part of the findings from this section, teachers were seen as struggling to speak to the SSE template meticulously. Some of the teachers were observed to be less interested in what their colleagues were doing, which implied a lack of knowledge regarding SSE and its imperatives. As an indication that some teachers were not sure of the dynamics, there were moments when the teacher in charge filled in some of the sections on the template without consulting colleagues. The researcher was able to discern from the teachers' conversations that the efficacious teacher was a coordinator whom the district has trained.

The findings from the observations recorded in the field notes corroborated the findings from the other three data collection methods in that teachers regarded SSE as having positive effects on the

quality of teaching and learning. The data captured in the field notes yielded the finding that spoke to teachers' lack of SSE efficacy. This finding is prevalent in all the data collection methods. The findings disclosed that some teachers showed a lack of interest during interaction with the SSE template due to no ability. Like findings from other data collection methods, the observations responded to the main research question about teachers' perceptions of SSE and quality teaching and learning. The findings further attested to the assumption made in Chapter 1 that both the goal-setting, the social cognitive theory and the constructivist theories, teachers can implement the SSE in a manner that can improve the quality of teaching and learning

6.9.2 Linkage Between External Evaluation and School Self-evaluation.

Teachers in all selected schools submitted that there was a correlation between SSE and external evaluation. From their deliberations, it was clear that some teachers held external evaluations with high esteem, as they believed that school inspection helps SSE better teaching and learning.

The findings pointed to the point that there is a significant relation between SSE and external evaluation. This finding is supported by literature that articulates the significance of SSE and external evaluation in enhancing the quality of teaching and learning (Hofman et al., 2009). The policy also corroborates the finding as it states that SSE and external evaluation co-exist (DoE, 2001).

6.9.3 Views on Professional Development and SSE

SSE could be even more helpful in the midst of prolonged and relevant professional development. The perception detected from the observation was that not enough was happening regarding equipping teachers with the SSE skills and dynamics. The observations corroborated findings from other data sets that SSE training was selective and made implementation difficult. In keeping with relevant professional development, Shava (2014) upholds that proper professional development may also enable teachers to amass quality teaching skills needed to improvise teaching and learning. The findings from the observations helped in terms of addressing Research Question number 3 of the study. On the one hand, the second assumption of the study exploring the three theories that underpin the study, namely the goal-setting theory, the social cognitive theory and the constructive theories, teachers can implement SSE to improve quality teaching and learning.

6.9.4 Instructional Leadership Roles on SSE and Teaching and Learning

During the observations, the researcher realised that some principals could not provide leadership on SSE matters. In such schools, circuit coordinators helped in terms of guiding fellow teachers and implementing SSE. Thus coordinators in such schools were tasked with administering the SSE template up until the level of submissions. Two low-performing and three best-performing schools were observed as those lacking principal leadership concerning how the SSE should be addressed. The non-participant observation picked impeccable provision of SSE leadership in two best-performing schools, though to differing extents. The findings in this regard addressed the research question: What instructional leadership tenets do teachers perceive as helpful in implementing SSE to improve quality teaching and learning? The findings validated part of the study's first assumption, which stated that SSE could be implemented by looking at its nine areas and leadership, management and communication.

6.9.5 Views on School Self-Evaluation and Quality Teaching and Learning

In their interplay with the SSE template, the participants across all schools dealt with areas for evaluation on quality teaching and learning. The non-participant observation revealed that participants were conscious of what it takes to achieve quality teaching and learning. Participants submitted the importance of tools such as period registers, school timetables, annual teaching plans, and pacesetters as preconditions for attaining quality teaching and learning. In the view of the observed participants, SSE would assist the course of quality in education is implemented to encourage teachers to use the prescribed documents and be innovative regarding crafting some other relevant tools like period registers.

6.10 DISCUSSION OF FINDINGS FROM OBSERVATIONS

From the non-participant observation, it became apparent that teachers view SSE as having positive effects on quality teaching and learning improvement. This finding is true to the rationale of the implementation of quality teaching and learning. In keeping with this finding from the observations, Matthews (2015) upholds that SSE is an imperative system capable of improving the quality of teaching and learning. Some teachers were found to be lacking competence concerning the implementation of SSE. True to this finding, Bandura (1977) has long stated that self-efficacy is the source of motivation to engage in any activity, SSE implementation included.

According to the findings, the linkage between external evaluation and school self-evaluation disclosed the significance of professional training in SSE implementation. Participants further revealed the importance of SSE workshops that run for a long time to master the evaluation process. This viewpoint is supported by international literature, which highlights that the SSE training of novice principals in Italy runs for a minimum of 50hrs (Looney & Kudelova, 2021). The findings disclosed that though training in SSE is essential, it is not happening as sufficient as it is supposed to. This finding augurs well with the literature as it postulates that SSE professional development should focus on capacitating teachers with all the necessary skills in SSE implementation (Bouchamma et al., 2014). In terms of legislation, professional development should strive for teacher growth, leading to the improvement of quality teaching and learning (Republic of South Africa, 1998).

Principals' views on professional development and SSE are that the SSE is inefficacious, which causes them a great deal when it comes to training their colleagues at schools. Some schools depend on coordinators when it comes to SSE implementation. Literature is also agreeable to this finding as it states that teachers who are supported and capacitated by principals who possess SSE efficacy may be keen to implement SSE (Anderson et al., 1998). In a similar vein, Henson (2001) opines that teachers who have been well trained in SSE shall derive motivation to the evaluation system. The postulation of these authors about SSE efficacy is evidenced in two best-performing schools. The two best-performing schools do not struggle a lot with SSE because they have teachers trained as coordinators.

Interrogation of the SSE by the participants reveal their comprehension of quality teaching and learning, in as far as instructional leadership roles on SSE and teaching and learning, and on the views on SSE and quality teaching and learning are concerned. There is an understanding that specific monitoring tools are essential if quality teaching and learning is to be attained. In this manner, the findings affirm the second assumption made in Chapter 1 that teachers may attain quality education while juggling various learning theories (Anathasou, 1998; Henson, 2001). The usage of different theories will enhance teachers' creativity when designing practical tools for curriculum management. In a similar vein, the literature supports the finding in the sense that it upholds instructional leadership by making resources such as pace setters and annual teaching plans available (Phillips, 2009). The literature further supports the findings as it states that quality

education is visible where teachers can be innovative about new strategies and tactics (Ahlberg, 2003). Departmental officials and school principals are also expected to train teachers on matters around SSE implementation (Ladden, 2015). These findings also align with the research topic because it speaks about participants' perceptions of quality education.

6.11 CONCLUSION OF THE MAIN FINDINGS

While some participants had many perceived benefits, advantages and exceptional experiences, other responses revealed that the implementation of SSE in schools was still faced with critical challenges, including teething problems in some respects and lack of clear guidelines in SSE's implementation and practices. From the responses, this study deduced that teachers would learn and benefit more from all-inclusive training interventions to circumvent such shortcomings and the unsatisfactory implementation of SSE. The responses pointed out that a high quality of teaching and learning could be attained if challenges were addressed. Similar sentiments are shared by Ladden (2015) in the assertion that well-trained teachers may correctly implement SSE.

Based on the data from the three research instruments, it was shown that among various factors around effective SSE implementation towards quality teaching and learning, the principals as leaders of schools and other levels of leadership in the schools lacked knowledge and requisite skills in SSE and were not offered specialised training in SSE. The principals' lack of knowledge hampered the effective implementation of SSE in schools and thus compromised the quality of teaching and learning. Principals and the entire teaching staff must navigate different learning theories to familiarise themselves with the tenets considered helpful in implementing SSE to improve quality teaching and learning (Anathasou, 1998).

The data also revealed that a lack of other resources hampered the SSE. Teachers' attitudes towards SSE were also a significant concern in the findings of the study. Teachers with SSE efficacy should be willing to implement SSE, according to Henson (2001). The results further revealed that teachers were demotivated to implement SSE because there was no incentive.

Concerning the nine areas for evaluation, the study's findings revealed that school self-evaluation could attain its purpose provided that principals play a leadership and management role to ensure that teachers are well trained and inspired on SSE matters. Quality teaching and learning may be achieved if teachers use the learning theories effectively (Anathasou, 1998). On the issue of

curriculum provision for quality teaching and learning, the results disclosed a need to make resources available to fast-track teaching and learning. In line with this finding, literature states that instructional leadership is to make resources available (Phillips, 2009). Similarly, instructional leadership will enhance the school's functionality. The lived experience of the participants was that if SSE was adequately implemented, the quality of teaching and learning was bound to improve, thus affecting learner achievement positively.

6.12 CHAPTER SUMMARY

This chapter analysed, presented and discussed responses from the 55 participants, namely seven principals, 20 teacher-participants with varying experiences in SSE, and 28 HoDs from seven schools in Mankweng Cluster, Limpopo Province. The data from the four research instruments, namely, the semi-structured interviews, focus discussions, observations (qualitative), and open-ended questionnaires (quantitative), were analysed using three analysis methods: iterative, thematic, and narrative. The chapter discussed the significance and the impact of SSE in improving the quality of teaching and learning. The analysis and presentation of data from the participants were also discussed. The chapter concluded by highlighting the study's main findings, which will be summarised in the next chapter six.

CHAPTER 7: CONCLUSION, SUMMARY OF FINDINGS AND RECOMMENDATIONS

7.1 INTRODUCTION

The study sought to investigate teachers' perceptions of SSE and quality teaching and learning. The study formulated four research questions and made two assumptions to address the main research topic.

7.2 SUMMARY OF THE STUDY

A theoretical framework presented the three theories upon which the study was based in addressing the aim of the study. Based on these three theories, significant findings were realised. The findings on goal-setting were that teachers could effectively use the goal-setting theory and the social cognitive theory to implement SSE in a way that could help their teaching and learning. The goal-setting theory states that SSE feedback is crucial as it will motivate and inspire teachers to take the SSE seriously (Kreitner & Kinicki, 2013). This viewpoint from the goal-setting theory was corroborated by the participants who pointed out that after being monitored and given instructions, they would have appreciated it if the departmental officials had come back to ascertain if they (the participants) had meticulously adhered to the instructions. The goal-setting further states that goals should be set by looking at schools' vision, mission, and planning. The participants submitted that they wished to be part of SSE planning to indicate their challenges with the evaluation procedures. The goal-setting theory supports this finding by indicating the importance of consulting all the teachers when drafting a vision and mission statement of the school (Locke, 2001).

From the perspective of the social cognitive theory, this study found that if teachers are interested and motivated in implementing SSE, they should have a sense of efficacy. Teachers and principals need to be equipped with knowledge and skills in SSE and how these could enhance their teaching and learning. The social cognitive theory states that mastery experience is also responsible for developing skills (Bandura, 1977).

The education revolution connotes that the constructivism theory is critical for changing the education approach in a manner that would encourage teachers. Gone are the days when teaching and learning were designed so that both teachers and learners received education from the authorities without being allowed to question the quality or contribute to policy. In a similar vein,

teachers need extensive SSE professional development to implement new methods to improve the quality of teaching and learning. Through SSE professional development, teachers could upgrade their teaching skills, thus improving their methods of teaching. Since we live in ever-evolving times, professional development becomes critical in all walks of life, including teaching. Constructivism also offers room for creativity in the classroom. Constructivism calls for different teaching methods like group work, fieldwork, inquiry-based learning, reciprocal learning and dialogic teaching (Kovalainen, 2013).

Based on the findings regarding the second assumption, the study revealed that education is evolving and significant, hence the introduction of SSE to enhance quality. Resourcefulness is also helpful in implementing school self-evaluation in the sense that teachers should be allowed to adopt the nine areas for evaluation in the SSE in their teaching and learning. The nine areas for evaluation are:

1. quality of teaching and educator development;
2. curriculum provisioning and resources;
3. learner achievement;
4. the basic functionality of the school;
5. leadership, management and communication;
6. governance and relationships;
7. school safety; security and discipline;
8. school infrastructure; and
9. parents and community involvement.

The findings affirmed that implementing SSE was bound to improve quality teaching and learning. The study's findings disclosed that depending on schools' priorities, in the end, all nine areas must be present and be implemented for effective SSE to be realised. The researcher's view is that the importance of the nine areas for evaluation in SSE cannot be overemphasised, as they are still as relevant today as they were when they were conceptualised years ago.

7.3 METHODOLOGICAL ISSUES

The researcher used the interpretivist research paradigm to interpret the perceptions of teachers on SSE and quality teaching and learning as such acknowledging the multiple nature of truth. Through interpretivism, the reality of the phenomenon being studied was socially constructed. A mixed-method design with an inclination of qualitative approach was used since it produced non-numerical data through the voice of the participants. The study used multiple case studies of seven secondary schools, which ensured that extensive data was collected from the participants. Through the multiple case study, the researcher was able to get a thick description of teachers' perceptions concerning the four research questions of the study. The thick descriptions ensured that the researcher did not impose his own opinions when presenting the findings.

From a population of 461 teachers of Mankweng Cluster, the researcher purposively selected a sample of 55 teachers across all ranks, namely the seven teachers (principals) who participated in face-to-face semi-structured interviews, 20 teachers who responded to open-ended questionnaires and 28 teachers (HoDs) from the seven focus group discussions. The researcher used an observation method as the fourth method to collect data in which all eight participants in six selected schools and seven participants in one selected school were observed implementing SSE. The study's trustworthiness was enhanced by triangulating the data and using four aspects of trustworthiness: credibility, transferability, dependability, and confirmability. The researcher collected data up to the point of data saturation on the 26th day of data collection. Data was analysed using three methods. The iterative method was instrumental in oscillating through the entire data to look for codes, patterns and themes. Other methods for analysing data, which were considered adequate, were thematic and narrative analysis. The thematic analysis helped the researcher identify themes for this study which were formulated based on the central issues from the findings. The narrative analysis used the participants' personal experiences and practices presented predominantly in verbatim form. The researcher adhered to the ethical protocol by ensuring confidentiality and anonymity, allowing participants to consent, seeking permission to conduct the study, exercising beneficence and articulating participation withdrawal rights.

7.4 SUMMARY OF MAIN FINDINGS

Based on the data collected, analysed, presented, interpreted and discussed in the previous Chapter 5 of this study, and backed up by theories in Chapter 2 and literature reviewed in Chapter 3, the study's main findings are summarised below.

7.4.1 Teachers' Perceptions on School Self-Evaluation

The study revealed that some teachers attended intensive school self-evaluation workshops, which empowered them in terms of SSE knowledge, content and dynamics. They then became coordinators for the system within the schools. By the knowledge they had gathered from the workshops, these coordinators were able to help other teachers who did not have an opportunity to attend the training because of the departmental system of selecting a few teachers for training who are then expected to go back to their schools and train others. After being trained, the coordinators managed to enhance SSE self-efficacy is a good indication that if the DBE could roll out mass training involving all the teachers, there could be a high level of SSE efficacy, which may help enhance the quality of teaching and learning. From the study's findings, it became apparent that the SSE contributed to effective curriculum management, which directly impacts the quality of teaching and learning.

Teachers, however, indicated that the challenge was how the DBE was rolling out the evaluation process. The teachers disclosed that they were uncertain about implementing the SSE because the process was not adequately explained. Lack of knowledge caused the teachers to develop a negative perception of the SSE. Teachers felt it fitting that some incentives be provided after the successful implementation of the SSE to attract teachers to the evaluation process, as with the IQMS, where after completion, teachers are given pay progression. SSE should not be treated as a single event if it is to achieve its chief purpose. As evidence, teachers at six of the seven sampled schools were not happy about implementing SSE. Only one principal felt confident about the knowledge she had gathered from the workshops she attended as a coordinator. That is a clear indication that with proper training, all teachers could implement SSE effectively. The training was hindered by, among other things, the improper appointment of some officials, which amounted to political deployment and nepotism.

The findings showed that some teachers seldom did SSE with many years of experience in teaching because they opined that the evaluation system undermined their experience. The findings revealed that some of the older teachers lacked computer skills and this computer inefficacy derailed the SSE implementation. On the one hand, the study found that implementation was flawed because teachers inflated the ratings to disguise the challenges at the schools. The issue of score inflation prevented training as the department thought there were no problems in implementing the SSE.

The study's findings further pointed out that SSE was about checking how well teachers were doing their job (teaching learners for quality education) and supporting teachers who were found to be struggling. SSE was about evaluating areas such as infrastructure, LTSM, the NSNP, curriculum delivery and how schools were using monies given to them by the state.

7.4.2 School Self-Evaluation as an Imperative in Improved Quality Teaching and Learning

One of the chief purposes of SSE is to improve the quality of teaching and to learn in schools across the world. Teachers in this study pointed out that SSE was indeed a helpful approach that could help schools improve the quality of their teaching and consequently the quality of education itself.

For the teachers in this study, quality teaching and learning entailed a mixture of aspects. SSE should help teachers to do thorough preparation before going to class. Different teaching methods were considered helpful in bringing about quality teaching and learning. The preparation was considered an essential factor that motivated teachers to maintain maximum contact time with the learners. The study also found that quality teaching and learning was possible when learners were regularly assessed and given immediate feedback. Quality teaching and learning could also be assured where, through the SSE, schools were able to manage teacher and learner absenteeism.

The findings on the perceptions on quality teaching and learning revealed that quality is possible where resources and infrastructure are available. According to the findings, SSE helped improve quality teaching and learning by ensuring that class visits and school-based workshops were in place to try and close the content gap and other challenges that teachers might be facing. Proper implementation of the IQMS was regarded as another factor that could help to enhance quality teaching and learning. Engaging teachers in lifelong learning in the subjects they taught was also considered to contribute to improved quality teaching and learning.

7.4.3 External Evaluation as a Complement to School Self-Evaluation

Concerning external evaluation/school inspection, the findings revealed that departmental officials helped enhance SSE in the quest to improve the quality of teaching and learning. The findings indicated that external evaluation was an initiative managed by the officials from outside the school, and its mission was to monitor and support schools. The findings disclosed that visits by political figures at times tarnished the primary intention of school inspection. According to the study's findings, external evaluation could help schools if the first visit that produced a monitoring tool with recommendations had been followed up to check if schools had adhered to the recommendations made in the monitoring tool and effected the changes as proposed. School inspection was found to help in terms of the basic functionality of the school.

In this study, external evaluation was found in the hands of the curriculum advisors, circuit managers, NSNP and other officials such as those from the quality assurance division. The findings also lamented the lack of proper support in the General Education Band, for example, in Creative Arts, which was pinpointed as being overlooked in monitoring and supporting schools.

7.4.4 Teachers' Professional Development Strategies and Support for School Self-Evaluation

The importance of professional development in upgrading teachers' skills in all aspects is a precondition for improving teacher quality. In a similar vein, the literature on quality education cannot be true and accurate without the inclusion of teachers' quality. The study revealed some positives aspects of professional development and support for SSE. Just as in the case of teacher-participants, two principals appeared to be committed to doing SSE properly. The reason for this SSE rigour was that the two principals were trained coordinators. They had learnt the SSE skills from the workshops. The study revealed that the two principals transmitted the SSE skills to the teaching staff, which helped in terms of SSE empowerment and improved quality teaching and learning.

Teachers' training in SSE was found to be somewhat lacking. Instead of developing all teachers in SSE-related issues, the department selected either the chairperson of the School Management Team or a computer-literate teacher and the principal for a short workshop of one day. This arrangement compromised what SSE strives to achieve. Teachers felt left out, and as a result, some

of them developed a negative perception of SSE. Some teachers lacked computer skills, a skill that is necessary for SSE implementation.

Teachers involved in the workshops concerning SSE had a few hours of such training. The workshops were called once a year when there was pressure for submission of the SSE reports. Teachers invited to such workshops were expected to learn many things in a short space of time. Upon return to their schools, they were expected to train other teachers in even less time than they were afforded during their training. During training workshops, the chairperson from each school and the principal from each school were trained by one district official and coordinators. In many instances, coordinators were ordinary teachers from schools co-opted by circuit managers. The implication was that the subordinate workshopped the principal.

7.4.5 Instructional Leadership Roles of Principals in School Self-Evaluation Implementation

On the one hand, the DBE did not offer principals any actual professional development related to SSE. Consequently, principals were left unequipped in SSE, a process they should lead in their schools. In essence, the lack of training on principals concerning SSE meant that their roles as SSE instructional leaders at the school level became jeopardised. SSE was submission-orientated. Once the submission was made, the evaluation process was put in abeyance. The role of the principal as an instructional leader is to support teachers in implementing SSE for improving quality teaching and learning. The principals in this study seemed to lack knowledge about SSE due to insufficient training in SSE matters. That was evidenced by the fact that they did not call staff meetings regularly to deal with SSE matters. Meetings were held only once because of pressure to respond to departmental imperatives. Some principals were unfamiliar with the SSE documents, an indication that they did not know about school evaluation. Some principals delegated their responsibilities to teachers who served as circuit coordinators.

Principals could not offer necessary support to their teachers because they did not receive specialised training from the DBE Quality Assurance Division. The circuit managers with the principals convened no meetings to deal with the school evaluation matters. The only training principals received was the training that happened among the chairpersons of the School Improvement Team. There was only one principal in the selected schools who was proficient in

SSE. Nevertheless, the findings show that, with adequate training, SSE could help improve the quality of teaching and learning.

From the findings of this study, the following conclusions were made.

7.5 LIMITATIONS OF THE STUDY

This study does not come without its limitations. The study wanted to obtain teachers' perceptions using four research instruments, including focus groups. Focus groups have their disadvantages. Some group members might not have felt free to express their views in front of their colleagues for different reasons. That implies that not all the perceptions may have been obtained. Some members of the focus groups had wanted to dominate the group, which sometimes prevented the researcher from hearing the views of other members of the groups. These two factors meant that the perceptions did not necessarily represent the entire members of the group. Some schools which were regarded as information-rich declined to take part in the study. Due to the ethical imperative of the right to refuse to participate, the study could not force such schools to participate. Non-participation of such schools meant that relevant data was left out. Against this backdrop, the study cannot claim that the findings could be generalised to other secondary schools in the district.

The study may have some limitations regarding its sample and its understanding of SSE as a complex process influenced by multiple factors and stakeholders. The SSE took place in different schools and was implemented by teachers with different qualifications. The perceptions of teachers are unpredictable depending on the mood that they find themselves in on the day. Some instrumental schools might have been left out. The study used a sample size of 55 teachers out of 461 secondary teachers. Therefore, the conclusions and recommendations of the study cannot be generalised to other schools because other teachers' perceptions were not heard and because perceptions are specific. The limitations of this study, however, indicate a need to conduct further studies. Against this backdrop, the following section presents suggestions for further studies.

7.6 CONTRIBUTION OF THE STUDY

This study can be deemed as having contributed knowledge to school self-evaluation implementation in schools because it validated some theoretical assumptions evident in SSE implementation. The study also produced pertinent knowledge that could improve SSE

implementation in the Republic of South Africa, elsewhere globally or in the Capricorn District in particular, and eventually improve the quality of teaching and learning.

The study's findings revealed that there was a lack of understanding concerning how teachers should go about implementing the SSE in the Capricorn District. The principals in their semi-structured interviews, the teachers responding to the questionnaires and the HoDs through the focus discussions showed that they lacked knowledge in terms of SSE implementation, a situation which arose because of several factors as discussed in Chapter 5. As captured in the field notes, the data from the observations also corroborated the findings from other data collection methods mentioned above. The findings also produced positive findings whereby it was found that certain teachers (principals) had some SSE knowledge which they had acquired when they were fulfilling their professional tasks as coordinators. However, the finding that revealed a lack of SSE efficacy by most teachers calls for the DBE to reskill and develop teachers on the SSE process. The DBE could thus:

- Arrange relevant workshops for principals to ensure that principals as heads of schools become knowledgeable regarding SSE so that they will positively influence their teachers to develop a positive attitude towards the SSE.
- Avoid the tendency of making political appointments in crucial positions. Qualifying applicants should be given jobs irrespective of their political affiliation.
- Take SSE seriously to the extent that it is done by all schools and teachers under strict monitoring of knowledgeable and qualified departmental officials. They will ensure that the end product of SSE, which is SIP, is implemented effectively.

Taking the three lessons mentioned above into serious consideration, the DBE could play an essential role in maintaining the integrity of the SSE in its endeavours towards improving the quality of teaching and learning.

7.7 CONCLUSIONS

The study concluded that SSE is significant in improving the quality of teaching and learning. SSE would only manage to effect improvement provided that it was appropriately implemented without cutting corners. Some teachers were found to be efficacious when it comes to SSE implementation.

Some teachers were competent in SSE was proven by a well good performance from their schools. The performance culminated in intensive training in SSE from different levels of the department. Tenacious teachers attended the workshops because they have been co-opted to serve as coordinators.

Despite these promising signs, most teachers in the study were found to want in so far as SSE implementation is concerned. Such teachers lacked efficacy as they have never been exposed to SSE training like the competent few. Instructional leadership was not forthcoming, as those tasked to unleash instructional leadership had limited knowledge of SSE. The study found that the majority of teachers in the Mankweng Cluster have limited knowledge of SSE implementation. The findings also revealed that negative perceptions led to the dishonest implementation of the SSE. Of importance is that teachers agree that SSE is the right approach but needs proper implementation. The study highlighted that most teachers in the selected schools were also uncertain about how this evaluation should be implemented. The researcher concluded that many teachers were traversing an uncertain terrain because they lacked SSE efficacy.

7.8 RECOMMENDATIONS

There are serious issues that need to be fixed if the evaluation process is to be done to achieve its objectives. The following recommendations are thus made:

7.8.1 School Self-Evaluation Module

Some teachers lack adequate knowledge concerning the evaluation of schools. The study, therefore, recommends to the Department of Higher Education and Training (DHET) to introduce a school evaluation module at universities for students enrolling as prospective teachers. It is also important that a WSE module be added to all diplomas, certificates and degrees of education leadership and management. A certificate in SSE should be considered when teachers apply for Head of Department posts, deputy principal posts or principal posts. It was apparent from the findings of this study that if teachers could be equipped with knowledge on SSE, they may implement it honestly, which will lead to the improvement of quality teaching and learning. Teachers would also augment their knowledge and simultaneously increase their chances of being promoted.

Similarly, introducing the SSE module will add several employees to the DHET and thus alleviate the plight of unemployment. Teachers who are qualified in SSE will be employed as departmental officials responsible for monitoring and supporting schools. In a similar vein, some of these teachers will be employed as university lectures offering evaluation modules.

7.8.2 School Improvement Plans

The purpose of the SIP is to ensure that schools improve based on what is specified in the plan. Stringent measures should be put in place to ensure that schools adhere to the plan. Department officials should regularly visit schools to check whether schools implement teaching and learning improvements as per the objectives documented in the SIP. This study found that the circuit managers demanded that the SIP be available during school readiness visits but did not review the content entailed in the plan. If officials do not evaluate school operations against the plan, SSE will not succeed. Based on the findings, it appeared that the circuit managers demanded SIPs even before SSE had been conducted. The study recommends that the practice be done away with because the SIP is the by-product of the SSE and cannot be adequately evaluated if the SSE has not been completed.

7.8.3 Professional Development Strategies

In the quest to enhance teachers' knowledge in school evaluation, and from the study's findings as underscored by the principals and teachers, the DBE should introduce relevant and intensive professional development for principals. In addition, the DBE should organise SSE in-service training for school principals to fully understand the SSE process for training their teachers at schools. Principals should be enrolled in intensive workshops that should take not less than three weeks. The training should be done during school holidays so that it does not interfere with the core mandate of the school, which is effective teaching and learning. During professional development, principals should also be trained in computer skills. Teachers also lack computer skills. Once principals and teachers are equipped with requisite skills, they will be able to implement SSE and be well-positioned to teach through technology.

Apart from principals' professional development, all forms of development, be it content or training, all the teachers concerning SSE should be given enough time. Enough time for training is crucial if teachers' understanding of SSE is to be deepened. Teachers' needs should be

considered and be used as a determining factor for their professional development. Adequate professional development will instil in teachers a sense of confidence and motivate them to teach well, thus improving the quality of teaching and learning. The department should benchmark SSE against other countries which are doing well in the evaluation process.

There is a need for teachers to upgrade their teaching with the help of technology. Teachers struggled to implement SSE because they were not computer-literate. This technological skill is essential if the benefits of the Fourth Industrial Revolution are to be realised. In 2020, the Covid-19 pandemic saw learners having to learn remotely, which meant that teachers needed to use laptops and other technology-related devices. Many schools are hampered because of the lack of technological equipment and technological efficacy. The constructivist theory posits that SSE supported by technological tools may help improve teaching and learning in schools (Landis, 2008).

The DBE should support the introduction of SSE development and training with funding for teachers who would be willing to upgrade their evaluation skills through distance learning. As part of the findings of this study, teachers who were studying part-time were willing to volunteer to implement SSE. Bursaries would attract many teachers to study part-time because they may have some financial challenges. Teachers with enhanced knowledge are an asset to the department because they offer an array of expertise that would help to improve the quality of teaching and learning.

7.8.4 Quality Assurance Processes

The DBE should consider increasing the human resources responsible for implementing SSE at the district and circuit level, given the study's findings that there was only one official in the district dealing with quality assurance and no one at the level of the circuit. Insufficient personnel may lead to the poor implementation of SSE. Employing enough officials at the quality assurance level will do the DBE much good. These could be provisional posts that can provide employment and reduce the country's unemployment rate. Secondly, it will enhance the quality of training in quality assurance as the number of workshops would also be increased.

Most importantly, it would put an end to a situation where teachers become co-opted as coordinators, as disclosed by the findings in this study. Teachers must be left to teach and not play

a dual role which places a heavy workload on them. The DBE should ensure that as they increase quality assurance personnel, do away with any form of nepotism and employ efficacious and qualified officials. A postgraduate qualification with a specialisation in SSE should be a minimum requirement for these crucial posts. That will ensure that qualified officials are engaged in training teachers during workshops and carrying out school monitoring, eventually translating to quality teaching and learning improvement.

The implementation of SSE should be reviewed to be more inclusive than it is currently, where teachers participate fully in all aspects of its planning and implementation.

7.9 SUGGESTIONS FOR FURTHER STUDIES

The study may trigger scholars/researchers to deepen research in the SSE space and add to this field's literature.

Against this background, the study makes a clarion call for more studies to be conducted in SSE. These studies would enhance the literature in the SSE discourse and augment the factors that need to be considered for SSE to reach its intended purpose, which is to improve quality teaching and learning. This study only sought perceptions of teachers from public secondary schools, and it could be replicated to determine perceptions of teachers from private schools registered with the Independent Examinations Board (IEB).

Topics to be considered could include the following;

- Teachers' perceptions of SSE and the improvement of quality teaching and learning. A longitudinal study.
- The DBE's review on the process of the appointment of district officials dealing with SSE.

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APPENDIX A: UNISA ETHICAL CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/09/12

Ref: 2018/09/12/30625246/2018C

Name: Mr TW Schlapelo

Student: 30625246

Dear Mr Schlapelo

**Decision: Ethics Approval from
2018/09/12 to 2023/09/12**

Researcher(s): Name: Mr TW Schlapelo
E-mail address: 30625246@mylife.unisa.ac.za
Telephone: +27 79 921 7888

Supervisor(s): Name: Dr LR Johnson
E-mail address: johnslr@unisa.ac.za
Telephone: +27 12 481 2740

Title of research:

Teachers' perceptions on self-evaluation and the improvement of quality teaching and learning: A case study of five secondary schools

Qualification: PhD in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/09/12 to 2023/09/12.

The low risk application was reviewed by the Ethics Review Committee on 2018/09/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

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2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2023/09/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2018/09/12/30625246/20/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
 mcdrc@netactive.co.za



Prof V McKay
EXECUTIVE DEAN
 Mckayv@unisa.ac.za

Approved - decision template - updated 16 Feb 2017

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APPENDIX B: CLEARANCE FROM THE DEPARTMENT OF BASIC EDUCATION

 **LIMPOPO**
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF
EDUCATION**

Ref: 2/2/2 Eng: MC Makola PhD Tel No: 015 200 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Sehlapelo TW
P O Box 1326
Sovenga
0727

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"TEACHERS PERCEPTION OF SCHOOL SELF-EVALUATION AND THE IMPROVEMENT OF QUALITY TEACHING AND LEARNING: A CASE STUDY OF SEVEN SECONDARY SCHOOLS"**.
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

REQUEST FOR PERMISSION TO CONDUCT RESEARCH SEHLAPELO TW

CONFIDENTIAL

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Ms NB Mutheiwana
Head of Department

6/11/18

Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH SEHLAPELO TW

CONFIDENTIAL

APPENDIX C: INTERVIEW GUIDE FOR SEMI-STRUCTURED INTERVIEWS FOR PRINCIPALS

Date: 2018/04/30

Good morning/afternoon Principal

Let me first thank you for acceding to be a participant in my research study. I wish to submit that you are also going to gain some knowledge by participating. This study seeks to attain perceptions on SSE and the improvement of quality teaching and learning. Allow me to emphasise that all information obtained here is for research purposes only and shall be treated with confidentiality. The information will not be used for any other purpose except for research. Do you have any clarity seeking question?

1. Please tell me a little bit about yourself.
2. What according to you is school self-evaluation? Please elaborate.
3. How can you explain external evaluation or school inspectorate?
4. How do you think it can link with and influence school self-evaluation?
5. What can be the contributions of SSE and External Evaluation regarding improving quality teaching and learning?
6. According to your observation, do you think teachers view SSE positively if so why and if not why? Please substantiate.
7. Explain your role in capacitating teachers to be hands-on in SSE.
8. How do you generally support teachers in the quest to improve their way of teaching?
9. How can you rate the SSE, IQMS and content workshops and the personnel in charge of those workshops? Also state the duration of the workshops and whether you feel they are adequate or not.
10. What is the function of both the vision and mission statement in your school?
11. Which areas are dealt with in the implementation of school self-evaluation geared towards quality teaching and learning?
12. What roles do you play in training and giving your teachers support in terms of SSE implementation?

13. In general, what are your experiences regarding both SSE and EE in terms of improving quality teaching and learning?
14. How often does the circuit help you to overcome challenges regarding SSE and how do they monitor its implementation in your school?
15. What can you say in general about your support to teachers concerning SSE & EE in general?
16. How does the Department of Basic Education go about in offering you training in SSE?
17. What are the advantages of both SSE and EE to your school? What are the challenges that you experience as a school regarding SSE and EE? Please substantiate.
18. Briefly explain how as a school you go about implementing IQMS.

Thank you for your selfless sharing of knowledge.

APPENDIX D: INTERVIEW GUIDE FOR FOCUS GROUP DISCUSSIONS FOR HODS

Date: 2018/04/30

Good Morning/afternoon colleague

Let me first thank you for agreeing to be a participant in my research study. I wish to submit that you are also going to gain some knowledge by just participating. This study seeks to attain perceptions on school self-evaluation and quality teaching and learning. Allow me to emphasise that all information obtained here is for research purposes only and shall be treated with confidentiality. The information will not be used for any purpose except for research only. Feel free to pitch to the best of your ability.

1. What are your qualifications?
2. How long have you been teaching?
3. Explain your understanding of school inspection and its significance.
4. Tell us your perceptions of SSE.
5. How do you think your colleagues view SSE?
6. What type of help do you receive from the DBE concerning SSE?
7. How often does your principal call meetings to deal with SSE and IQMS?
8. How can you rate the workshops you receive from DBE regarding SSE?
9. How does your school conduct SSE workshops?
10. In your view how much time should DBE invest in dealing with SSE training?
11. How does your school evaluate itself?
12. Your challenges concerning SSE?
13. What do you think is the value of IQMS?
14. Comment on your access to LTSM. is this acronym included in the list?
15. Explain the leadership styles your principal uses and their effectiveness thereof.
16. How can you rate your school in terms of Grade 12 learner performance in the past three years?(2016-2018).

Thank you so much for your time.

APPENDIX E: COVER LETTER FOR QUESTIONNAIRE AND QUESTIONNAIRE

Student names: Sehlapelo Thekelo Walter

Date: 2018/04/30

DEAR RESPONDENT

This questionnaire forms part of my **doctoral research entitled: Perceptions on school self-evaluation and the improvement of quality teaching and learning: A case study of seven secondary schools** for the degree **PhD(Education Management)** at the University of South Africa. We have been funded by UNISA bursary section to conduct this research. You have been selected by a purposive sampling strategy from a population of 461 teachers; hence, I invite you to take part in this study. You are kindly requested to complete this open-ended questionnaire, comprising eight sections as honestly and frankly as possible according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately one hour to complete.

You are not required your name or organisation and your anonymity will be ensured, however indication of your age, gender, position teaching experience and qualifications will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this study has been granted by the University of South Africa and the Research Ethics Committee of the college of Education, UNISA. If you have any research related enquiries, they can be addressed directly to me or my supervisor. My contact details are **079 921 7888 and** email 30625246@mylife.unisa.ac.za and my supervisor can be reached at 012 481 2740 and email johnslr@unisa.ac.za, Department of Adult Basic Education College of Education, UNISA.

By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to Sehlapelo Thekelo Walter before _____ NB.

The researcher will be at your school administering the open-ended questionnaire and will collect them immediately after you have finished completing it.

NAME OF QUESTIONNAIRE: PERCEPTIONS ON SSE AND QUALITY TEACHING AND LEARNING.

Date: 2018/04/30

Good morning colleague

Let me first thank you for acceding to be a participant in my research study. This study seeks to attain perceptions on school self-evaluation and the improvement of quality teaching and learning. Allow me to emphasise that all information obtained here is for research purposes only and shall be treated with confidentiality. Please do not write your name on this questionnaire due to purposes of anonymity.

SECTION A(GENERAL QUESTIONS)

1. Age: _____
2. Teaching experience _____(In years and months)
3. Position/Rank _____
4. Professional and academic qualifications

5. Position in the SDT. _____ state the position if yes _____
6. Position in the circuit coordinating committee _____ state the position if yes _____
7. How do you rate the performance of your school in terms of SSE execution? Elaborate.
Use the space provided.

SECTION B(SCHOOL SELF-EVALUATION DEFINITION AND IMPLIMENTATION)

8. Define school self-evaluation in your own words. Use the space provided.
9. How does your school implement SSE?
10. Who is involved in its implementation?
11. What is your view regarding Integrated Quality Management System?
12. What are your challenges regarding the implementation of both SSE and IQMS?

SECTION C(LEGISLATIVE FRAMEWORK)

13. State all the legislations and policies if any that govern the implementation of both the SSE and the IQMS
14. Which other documents can be used to help in the implementation of SSE at the level of the school?
15. How do you gain access to all the documents mentioned above?

SECTION C(EXTERNAL EVALUATION)

16. What do you understand by external evaluation and school inspection?
17. Who is responsible for EE in your school and how is it done?
18. How do you think external evaluation can help in the implementation of school self-evaluation? Please elaborate

SECTION D(PRINCIPAL SUPPORT AND KNOWLEDGE)

19. What role do you think your principal should play in the implementation of SSE in your school?
20. Elaborate on his or her knowledge regarding SSE.
21. Does he/she convene staff meetings and workshops to develop you in terms of SSE?

22. How often and how long are the meetings held?
23. What do you perceive as a value of such meetings?
24. Do you feel adequately supported by your principal regarding SSE? If yes state how and if no also state why and what do you think must happen to attain proper support?
25. What is your view regarding the importance of both SSE workshops and content workshops?

SECTION E(SSE AND QUALITY TEACHING AND LEARNING)

26. What is your view on SSE and quality teaching and learning? Does it help to improve quality teaching and learning? State your reasons. If no, why and what do you think should be done?

SECTION F(PERCEPTIONS ON SSE ON ITS AIMS AND QUALITY TEACHING AND LEARNING)

27. Please suggest measures regarding how SSE should be conducted in order for it to be helpful

SECTION G(YOUR GENERAL PERCEPTIONS ON SSE, EE, PD and IQMS)

28. Explain how in your opinion you think meetings and workshops should happen in order to help teachers understand SSE implementation particularly in the quest to improve quality teaching and learning. Your recommendations.
29. Any general thing concerning how external evaluation can help SSE implementation in improving quality teaching and learning.
30. In your view, how can you measure the improvement of quality teaching and learning? Please explain.
31. How can you rate your results since the inception of SSE? Elaborate in terms of improvement or decline.
32. What do you understand by a vision statement? Please explain.
33. Do you have one as a school and how does it help the school to achieve its goals?
34. Please write down your school's vision statement, mission statement and school motto.
35. What is the IQMS collective agreement called?
36. Any other additional comment on school self-evaluation, external evaluation, professional development and/ IQMS.

APPENDIX F: CONSENT FORM

I _____ confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read(or he/she had explained to me) and understood as explained in the information sheet.

I am aware that the findings of this study will be processed into a research report, journal publications and /or conference proceedings, but that my participation will be kept confidential.

I have received and signed the copy of the informed consent agreement.

I agree to the recording of the interview.

Participant surname and names:

Participant signature

Date

Researcher' name and surname(please print) _____

Researcher's signature

Date

APPENDIX G: LETTER TO THE SCHOOL PRINCIPAL TO REQUEST PERMISSION TO DO RESEARCH

Request for permission to conduct research in a secondary school

Date: 2018/04/30

To: Principal

Dear Sir/Madam

I, Sehlapelo Thekelo Walter am doing research under supervision of Dr LR Johnson, a senior lecturer in the Department of Adult Basic Education towards a PHD at the University of South Africa. We have funding from UNISA Masters and Doctoral bursary for a thesis. I am inviting you to participate in a study entitled **“Teachers’ perceptions on school self-evaluation and the improvement of quality teaching and learning: A case study of seven secondary schools”**. I have been granted permission by UNISA Research Ethics Committee. The Department of Basic Education has also granted me permission to conduct this study in schools.

The aim of the study is to investigate teachers’ perception on school self-evaluation and the improvement of quality teaching and learning. Your school has been selected because it is an institution where school self-evaluation is implemented. The study will entail semi-structured interviews with principals in each selected school(7), focus group interviews with four HoDs in each selected school(28) and administering open-ended questionnaires with three teachers namely, teachers of teaching experience between one and five years, one teacher with teaching experience of between six and nine years and one teacher with teaching experience of ten and more years.

The study will be beneficial to schools and consequentially to the entire department in the sense that it will directly empower and capacitate teachers on matters around school self-evaluation, no potential risks are pre-empted and there will also be no reimbursement or any incentives for participation in the research study. Feedback procedures will entail publication of the thesis in libraries and sending the abstract to participants both in hard and soft copy where practically possible. My contacts are cell: 079 921 7888 and Email: 30625246@mylife.unisa.ac.za. The contacts of my supervisor are Tel: 012 481 2740 and Email: johnslr@unisa.ac.za.

Yours sincerely

SEHLAPELO THEKELO WALTER(Researcher)

APPENDIX H: LETTER INVITING PRINCIPALS TO TAKE PART IN THE STUDY

Thesis title: Perceptions on school self-evaluation and the improvement of quality teaching and learning: A case study of seven secondary schools.

Date: 2018/04/30

DEAR PROSPECTIVE PARTICIPANT(PRINCIPAL)

I **Thekelo Walter Sehlapelo** am doing research under the supervision of Dr LR Johnson, senior lecturer in the Department of Adult Basic Education towards **Ph.D(Education Management)** at University of South Africa. We have been funded by UNISA bursary section. My contacts are 079 921 7888 and email 30625246@mylife.unisa.ac.za. The contacts of my supervisor are Tel: 012 481 2740 and email johnslr@unisa.ac.za. We are inviting you to participate in a study entitled **PERCEPTIONS ON SCHOOL SELF-EVALUATION AND THE IMPROVEMENT OF QUALITY TEACHING AND LEARNING: A CASE STUDY OF SEVEN SECONDARY SCHOOLS**. The study is expected to collect information that could attain perceptions of teachers on SSE and quality teaching and learning.

You have been selected because you are a principal at a secondary school, and this study is a case study of secondary schools and further that you are deemed knowledgeable in this area by virtue of you being a principal. You are therefore deemed to be information-rich in this area. I have obtained your contact details from your circuit manager. The study will be inclusive of approximately fifty-five participants segmented into seven principals, 28 HoDs(4 from each school), and twenty teachers from the seven participating schools. The study involves semi-structured interviews, focus groups and open-ended questionnaires but as a principal you are invited for semi-structured interviews only. **You will be asked a key question followed by a probe question. E.g. What does school self-evaluation mean to you? Probe: Please elaborate more on SSE and how it is implemented in your school.** The duration of this semi-structured interview is expected to one hour only.

You are at liberty to withdraw your participation at any time even when you have agreed. Your participation is voluntary and you are not coerced to consent. Should you decide to take part you will be given this information sheet to keep and requested to sign a consent form. The potential benefit of your participation may only be an enhancement of your knowledge regarding SSE but no incentivisation in monetary form or whatsoever will be issued out. There are no negative

consequences that may come due to participation in this study. No injuries or risks are pre-empted due to participation in this study.

The information you convey for purposes of this study and your identity will be kept confidential and anonymous. This means that your name will not be recorded anywhere and that nobody will connect you to the answers that you give. Your answers will be given a code number or pseudonym and will be referred to in this way in the data, and in the thesis. Your anonymous data may however be used for other purposes like research report, journal articles or conference proceedings. A report of the study may be submitted for publication but individual participants will not be identifiable in such reports.

Hard copies of your answers will be stored by me as the researcher for a period of five years in a locked cupboard at my own home at Unit C Mankweng for future research or academic purposes. For any electronic information a password protected computer will be used. Future use of the stored data will however be subject to Research Ethics Review and approval if applicable. Information through hard copies will be shredded and electronic ones will be permanently deleted from the hard drive or DVD. This study has been granted written approval from the Research Ethics Review Committee of UNISA and a copy of approval is obtainable from the researcher if you need one.

If you would like to be informed of the final research findings, please contact **Sehlapelo Thekelo Walter**, on **079 921 7888** or email 30625246@mylife.unisa.ac.za The findings are accessible twelve months after collection of data. Should you require any further information or want to contact the researcher about any aspect of this study, please contact 079 921 7888 and 30625246@mylife.unisa.ac.za Should you have any queries about the way in which the research has been conducted, you may contact my supervisor at 012 481 2740 and email johnslr@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you

SIGNATURE

SEHLAPELO THEKELO WALTER(Researcher)

APPENDIX I: LETTER REQUESTING HODS TO PARTICIPATE IN THE STUDY

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Thesis title: Perceptions on school self-evaluation and the improvement of quality teaching and learning: A case study of seven secondary schools.

Date: 2018/04/30

DEAR PROSPECTIVE PARTICIPANT(HOD)

I **Thekelo Walter Sehlapelo** am doing research under the supervision of Dr LR Johnson, senior lecture in the Department of Adult Basic Education towards **PHD(Education Management)** at University of South Africa. My contacts are 079 921 7888 and email 30625246@mylife.unisa.ac.za. The contacts of my supervisor are Tel: 012 481 2740 and email johnslr@unisa.ac.za. We have been funded by UNISA bursary section. We are inviting you to participate in a study entitled **PERCEPTIONS ON SCHOOL SELF-EVALUATION AND THE IMPROVEMENT OF QUALITY TEACHING AND LEARNING: A CASE STUDY OF SEVEN SECONDARY SCHOOLS**. The study is expected to collect information that could attain perceptions of teachers on SSE and quality teaching and learning.

You have been selected because you are a HOD at a secondary school, and this study is a case study of secondary schools and further that you are deemed knowledgeable in this area by virtue of you being an HOD. You are therefore deemed to be information-rich in this area. The study will be inclusive of approximately fifty-five participants segmented into seven principals, 28 HoDs and 20 teachers. The study involves semi-structured interviews, focus groups and open-ended questionnaires but as an HOD you are invited for focus group interviews and open-ended questionnaires only. I have obtained your contact details from your principal. **You will be asked a key question followed by a probe question. E.g., What does school self-evaluation mean to you? Probe: Please elaborate more on SSE and how it is implemented in your school.** The expected duration of this focus group interview is one hour only.

A focus group is some sort of group interview whereby between four to twelve people are interviewed together. In this study a total of six group people will be interviewed in a group and you are invited to be part of that. While every effort will be made by the researcher to ensure that

you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in this group.

You are at liberty to withdraw your participation any time even when you have agreed. Your participation is voluntary and you are not coerced to consent. Should you decide to take part you will be given this information sheet to keep and requested to sign a consent form. The potential benefit of your participation may only be enhancement of your knowledge regarding SSE but no incentivisation in monetary form or whatsoever will be issued out. There are no negative consequences that may come due to participation in this study. No injuries or risks are pre-empted due to participation in this study.

The information you convey for purposes of this study and your identity will be kept confidential and anonymous. This means that your name will not be recorded anywhere and that nobody will connect you to the answers that you give. Your answers will be given a code number or pseudonym and will be referred to in this way in the data, and in the thesis. Your anonymous data may however be used for other purposes like research report, journal articles or conference proceedings. A report of the study may be submitted for publication but individual participants will not be identifiable in such reports.

Hard copies of your answers will be stored by me as the researcher for a period of five years in a locked cupboard at my own home at Unit C Mankweng for future research or academic purposes. For any electronic information a password protected computer will be used. Future use of the stored data will however be subject to Research Ethics Review and approval if applicable. Information through hard copies will be shredded and electronic ones will be permanently deleted from the hard drive or DVD. This study has been granted written approval from the Research Ethics Review Committee of UNISA and a copy of approval is obtainable from the researcher if you need one.

If you would like to be informed of the final research findings, please contact **Sehlapelo Thekelo Walter @ 079 921 7888** or email 30625246@mylife.unisa.ac.za The findings are accessible twelve months after collection of data. Should you require any further information or want to

contact the researcher about any aspect of this study, please contact 079 921 7888 and 30625246@mylife.unisa.ac.za Should you have any queries about the way in which the research has been conducted, you may contact my supervisor at 081 720 5343 and email johnslr@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you

SIGNATURE

SEHLAPELO THEKELO WALTER(Researcher)

APPENDIX J: TEACHER INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Title: Perceptions on school self-evaluation and the improvement of quality teaching and learning:
A case study of seven secondary schools.

Date: 2018/04/30

Dear Teacher

I Thekelo Walter Sehlapelo am doing research under the supervision of Dr LR Johnson, senior lecture in the Department of Adult Basic Education towards PHD(Education Management) at University of South Africa. My contacts are 079 921 7888 and email 30625246@mylife.unisa.ac.za. The contacts of my supervisor are Tel: 012 481 2740 and email johnslr@unisa.ac.za. We have been funded by UNISA bursary section. We are inviting you to participate in a study entitled **PERCEPTIONS ON SCHOOL SELF-EVALUATION AND THE IMPROVEMENT OF QUALITY TEACHING AND LEARNING: A CASE STUDY OF SEVEN SECONDARY SCHOOLS**. The study is expected to collect information that could attain perceptions of teachers on SSE and quality teaching and learning.

You have been selected because you are a teacher at a secondary school, and this study is a case study of secondary schools and further that you are deemed knowledgeable in this area by virtue of you being exposed to SSE matters. You are therefore deemed to be information-rich in this area. I have obtained your contact details from your principal. The study will be inclusive of approximately fifty-five participants segmented into seven principals, 28 HoDs(four from each participating school) and twenty teachers. The study involves semi-structured interviews, focus groups and open-ended questionnaires but as a teacher you are invited for focus group interviews and open-ended questionnaire only. You will be asked a key question followed by a probe question. E.g., What does school self-evaluation mean to you? Probe: Please elaborate more on SSE and how it is implemented in your school. The expected duration of focus group is one hour only.

A focus group is some sort of group interview whereby between four to twelve people are interviewed together. In this study a total of four group people will be interviewed in a group and you are invited to be part of that. While every effort will be made by the researcher to ensure that

you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in this group.

You are at liberty to withdraw your participation any time even when you have agreed. Your participation is voluntary and you are not coerced to consent. Should you decide to take part you will be given this information sheet to keep and requested to sign a consent form. The potential benefit of your participation may only be enhancement of your knowledge regarding SSE but no incentivisation in monetary form or whatsoever will be issued out. There are no negative consequences that may come due to participation in this study. No injuries or risks are pre-empted due to participation in this study.

The information you convey for purposes of this study and your identity will be kept confidential and anonymous. This means that your name will not be recorded anywhere and that nobody will connect you to the answers that you give. Your answers will be given a code number or pseudonym and will be referred to in this way in the data, and in the thesis. Your anonymous data may however be used for other purposes like research report, journal articles or conference proceedings. A report of the study may be submitted for publication but individual participants will not be identifiable in such reports.

Hard copies of your answers will be stored by me as the researcher for a period of five years in a locked cupboard at my own home at Unit C Mankweng for future research or academic purposes. For any electronic information a password protected computer will be used. Future use of the stored data will however be subject to Research Ethics Review and approval if applicable. Information through hard copies will be shredded and electronic ones will be permanently deleted from the hard drive or DVD. This study has been granted written approval from the Research Ethics Review Committee of UNISA and a copy of approval is obtainable from the researcher if you need one.

If you would like to be informed of the final research findings, please contact Sehlapelo Thekelo Walter, on 079 921 7888 or email 30625246@mylife.unisa.ac.za The findings are accessible twelve months after collection of data. Should you require any further information or want to

contact the researcher about any aspect of this study, please contact 079 921 7888 and 30625246@mylife.unisa.ac.za Should you have any queries about the way in which the research has been conducted, you may contact my supervisor at 012 481 2740 and email johnslr@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you

SIGNATURE

SEHLAPELO THEKELO WALTER

(Researcher)

APPENDIX K: PROOF OF REGISTRATION



1351

SEHLAPELO T W MR
P O BOX 1326
SOVENGA
0727

STUDENT NUMBER : 38625246
INQUIRIES TEL : 0861678411
FAX : (012)429-4158
EMAIL : mando@unisa.ac.za

2021-03-01

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: PHD (EDUCATION) (98019)			PROVISIONAL EXAMINATION			
CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LAWG.	EXAM.DATE	CENTRE(PLACE)
Study units registered without formal exams:						
TFPEMR1		PhD - Education (Education Management)	**	E		

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

- Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).
- Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.
- Students registered for the MBA, MBL and DBL degrees must visit the SBL's E5Online for study material and other important information.
- Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.
- Readmission rules for MEd: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

Yours faithfully,

Prof M S Mottata
Registrar

0103 0 00 0



University of South Africa
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APPENDIX L: DECLARATION OF LANGUAGE EDITING



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28 February 2021

Declaration of professional edit

PERCEPTIONS OF TEACHERS ON SCHOOL SELF EVALUATION AND QUALITY TEACHING AND LEARNING: A CASE STUDY OF SEVEN SECONDARY SCHOOLS

by

THEKELO WALTER SEHLAPELO

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 200 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration.

Sincerely,

A handwritten signature in black ink, reading "Baumgardt".

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University of Cape Town: Certificate in Corporate Coaching

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