The role of the principal in educator professional development

By

Teboho Edward More

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Declaration

I, Teboho Edward More, student number 10584260, declare that this thesis, *"The role of the principal in educator professional development"*, is submitted in accordance with the requirements for Magister Education degree at University of Pretoria, is my own original work and has not previously been submitted to any other institution of higher learning. All sources cited or quoted in this research paper are indicated and acknowledged with a comprehensive list of references.

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Dedication

I dedicate this dissertation my late parents, Ronnett Boiki More and Mapule

Josephine More and particularly my mother, who sacrificed everything to let me fulfil

my dreams of receiving an education – I salute you greatly.

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Abstract

The study investigated how principals discharge their responsibilities with regard to educator professional development and what factors, if any, assist or hinder principals in the execution of their responsibilities for educator professional development. The following research question informs this study: "What role do principals play in educator professional development in secondary schools in Gauteng Province?" The theoretical framework used in this study is that of human capital theory. In the words of Van Loo and Rocco (2004:99), human capital theory is "an economic approach to the evaluation of the costs and benefits of the investment in skills and knowledge", and in this regard, it implies investment in people themselves in education and training with a view to enhance economic productivity and competence, in this case, educational output.

The study followed a qualitative research design wherein data were collected through semi-structured interviews with principals and two educators in four secondary schools, two fee-paying and two no-fee paying schools, in Gauteng Province. The sampling method used was convenience sampling because of practical constraints, namely, time and costs, involved.

This study found that principals do play a role, though not appropriately, in educator professional development in secondary schools. In some schools, it was found that proper management of professional development programmes was non-existent, and this led to educators being not clearly sure of what role their principals play exactly in their professional development. Principals indicated that most professional development activities were carried out by the district offices. Some principals were not certain of what the scope of professional development entails and in this way, they were not quite sure where exactly development was required. It became evident that the Integrated Quality Management System (IQMS), as a developmental tool, was reported not to be efficiently implemented in most schools in this study, and challenges faced were also attributed to poor management of the process by the Staff Development Team (SDT), including the principals.

Key Terms:

Professional Development, Continuous Professional Development, Human Capital Theory, Educator, Principal, Secondary Schools, Leadership, HODs, SMT.

Language editor

I, Dr. Rose Masha, as the language editor declare that I edited "The role of the principal in educator professional development".

Signature:……   ……… ………….

Date: 07 October 2016

List of abbreviations

CPD	Continuous Professional Development
CPTD	Continuing Professional Teacher Development
DAS	Developmental Appraisal System
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	Department of Education
DSG	Development Support Group
IQMS	Integrated Quality Management System
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
MGSLG	Matthew Goniwe School of Leadership and Governance
NPFTED	National Policy Framework for Teacher Education and Development
PD	Professional Development
PM	Performance Measurement
SACE	South African Council for Educators
SAQMEC	Southern and Eastern Africa Consortium for Monitoring Education Quality
SDT	Staff Development Team
SGB	School Governing Body
WSE	Whole School Evaluation

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CHAPTER 1

GENERAL BACKGROUND AND ORIENTATION

1.1 INTRODUCTION

Rapid change taking place worldwide forces many education systems to implement radical changes in order to adapt (Pretorius, 1998:109). In the words of Bryan (2011:131) "education in post-apartheid South Africa has undergone considerable change in recent years and is seen as providing the key to reform and social transformation". This author (2011:131) goes on to state that despite various government policies meant to improve teaching and learning quality, the area of educator professional development continues to pose challenges. However, Mestry, Hendricks and Bischoff (2009:475) caution that in order to improve the overall performance of an education system, it is essential to raise the quality of educator performance through sound educator development programmes. According to these authors (2009:475), the South African government implemented, after independence in 1994, radical curriculum reform policy meant to address historical inequalities by embracing the values of democracy, social justice and equality.

A new curriculum, 'Curriculum 2005', implemented in South Africa in 1997 and revised in 2002 was an attempt to provide outcomes-based education (OBE) whose aim was to develop each learner's potential as a citizen of a democratic country (Department of Education, 2002:8). According to Department of Education (2006:4) "education reforms that were initiated after 1994 in South Africa elicited an urgent need to change the existing educator profession and develop one that is relevant for a democratic South Africa in the 21st century". Stated simply, according to Mkhwanazi (2014:425), "educators needed to develop specific new professional knowledge and skills to fit within a new reform context".

Outcomes-based education, in the opinion of Botha (2002:361), was implemented in this country as an attempt to address the demands for a skilled workforce and also to improve the quality of education after independence. Botha (2002:362) adds that outcomes-based education "constitutes a radical break with the previous education approaches of the apartheid South Africa". Various regulations were endorsed in

support of educator professional development in the South African context, of which the following, outlined below will be briefly explained for the purpose of this study.

1.1.1 Integrated Quality Management System (IQMS)

In South Africa, educator development "in schools is based on quality assurance practices for education in the form of an Integrated Quality Management System (IQMS)" (Singh, 2011:1628). The IQMS was put in place to develop the competencies of educators in South Africa (Tsotetsi & Mahlomaholo, 2013:89). Naidu *et al.*(2008:49) explain that IQMS resulted from negotiations between the Education Department and educator unions that are part of the Education Labour Relations Council and subsequently led to the establishment of ELRC Collective Agreement No. 8 of 2003 (DBE, 2011:8). This system came into being after the abandonment of the old inspectorate system with a view to providing a way of monitoring and evaluation of educators. In this system, according to Naidu et. al. (2008:49), the prominent aims of quality assurance are to: provide support and opportunities for development; monitor an institution's overall effectiveness; assure continued growth; determine competence; promote accountability; and assess strengths and areas of development.

IQMS consists of three sub-systems, namely, Developmental Appraisal System (DAS), as stated in ELRC (2003:3); it aims at appraising individual educators by drawing relevant development programmes after areas of strength and weakness have been identified. In terms of Performance Measurement (PM), educators are evaluated for rewards, grade progression, incentive and salary progression. Lastly, Whole School Evaluation (WSE) is meant "to evaluate the overall effectiveness of a school as well as the quality of teaching and learning" (ELRC, 2003:3). Naidu et. al. (2008:50) add that these three subsystems are linked to each other closely in order to give a holistic view of performance of educators and schools at large.

1.1.2 The National Policy Framework for Teacher Education and Development in South Africa

In accordance with Steyn (2010:211), South Africa's National Policy Framework for Teacher Education and Development addresses the need for appropriately qualified educators. The author (2010:211) further states that it is important for educators in this country to be proficiently qualified to meet the growing challenges and needs the

country has. As outlined by DoE (2006:5), the policy framework aims to "provide an overall strategy for the successful recruitment, retention and professional development of educators to meet the social and economic needs of the country". DOE (2006:4) continues to confirm that this policy was basically designed with the intention of developing a teaching profession able to meet the needs of a democratic South Africa in this century. The overriding aim of this policy is to "properly equip educators to undertake their essential and demanding tasks, to enable them to continually enhance their professional competence and performance and to raise the esteem in which they are held by the people of South Africa" (DoE, 2006:4). The policy framework focuses on two complementary subsystems, namely, Initial Professional Education of Teachers and Continuing Professional Teacher Development (CPTD) (RSA, 2007:2).

The policy also formalised the concept of lifelong professional development with CPTD system, which expected educators to take ownership of their own development by continuously updating and strengthening their professional knowledge (RSA, 2007:3). To upgrade the existing knowledge of educators, the two qualifications described below were introduced. The National Professional Diploma in Education (NPDE) was introduced in 2000 as short-term measure to deal with the system's inheritance of educators with qualifications below the Ministerially-approved norm of REQV (Relative Education Qualification Value) 13. Another qualification was the Advanced Certificate of Education (ACE) which was meant to upgrade the managers and educators "in a range of specialist skills" (RSA, 2007:25).

1.1.3 The Design of the Continuing Professional Teacher Development (CPTD) system

RSA (2008:4) asserts that "teaching is at the heart of the schooling system" and the development of professional practices among educators is a continuous process spanning the duration of a committed professional educator's career. CPTD, as put by RSA (2008:4), "is therefore an essential component of a comprehensive teacher education system of high quality", as envisaged in the Minister of Education's *National Policy Framework for Teacher Education and Development* (NPFTED)(2007).

According to SACE (2008:4), the CPTD system presents an expanded concept of CPTD activities in keeping with the *National Policy Framework*. In accordance with this policy framework, it is expected of educators to identify their training needs and be highly responsible for their own development. RSA (2008:4) notes the benefits of educator professional development and indicates that it improves learner performance as evidenced "in poorer and disadvantaged communities". As posited by the Department of Education (2006:5), international evidence shows that the involvement of educators in their development is essential for professional development to be successful and sustainable as they reflect on their own practice.

SACE, supported by the Department of Education will manage and administer the CPTD and will consist of professional development (PD) activities for which educators earn PD points (RSA, 2008:5). In the first phase, the CPTD will become available to all SACE registered school-based educators. As shown in RSA (2008:5), in this system, educators will be expected to earn 150 PD points in a three year cycle "by undertaking a variety of professional development activities endorsed by SACE on grounds of their fitness of purpose and quality" (RSA, 2008:5). The rationale behind CPTD system is to encourage educators to engage in on-going learning and acknowledge their efforts of making themselves to remain in top form for effective teaching (SACE, 2013:3). According to Desimone, Smith and Ueno (2006:22), "accumulating PD points is also an internationally acceptable technique to recognise members' continuing professional development".

1.1.4 Integrated Strategic Planning Framework for Teacher Education and Development in South Africa: 2011 - 2025

According to the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) (2011:1), South Africa faces considerable challenges with regards to Teacher Education and Development (TED). Amongst them are "a lack of access to quality TED opportunities for prospective and practising educators; a mismatch between the provision of and demand for teachers of particular types; the failure of the system to achieve dramatic improvement in the quality of teaching and learning in schools; a fragmented and uncoordinated approach to TED; the tenuous involvement of educators, their organisations and

other role-players in TED planning; and inefficient and poorly monitored funding mechanisms" (DBE & DHET, 2011:1).

To meet the aforementioned challenges, a summit on educators' development was held in 2009 wherein a declaration was made on developing "a new, integrated national plan for educator development" and this led to the production of the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2025* (DBE & DHET, 2011:1), which will be referred to as the Plan, for the purpose of this study.

The Plan's primary outcome is "to improve the quality of teacher education and development in order to improve the quality of teachers and teaching". According to DBE and DHET (2011:1) this Plan includes all educators in the current schooling system, as outlined in the Employment of Educators Act (No. 76 of 1998). In terms of the Plan, all educators are placed at the centre of developments efforts and are enabled to be responsible for their own development with the support of SACE, teacher unions, DBE, Provincial Education Departments (PEDs), the DHET, and the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) (DBE & DHET, 2011:1).

The DBE and DHET (2011:3) further add that in terms of this Plan, it is the responsibility of SACE to play quality management role and ensure that it promotes and supports the system to identify and address educators' development needs. Amongst the responsibilities SACE has, are to approve educator development programmes and endorse professional development courses that will lead to the accumulation of points upon successful completion.

1.1.5 Professional Development Projects in South Africa

Various projects have been held in South Africa with the intention of developing specific skills in educators. For the purpose of this study, the ones outlined below will be briefly explained.

1.1.5.1 UNIVEMALASHI Project

Various professional development models have been devised in South Africa (Kriek & Grayson, 2009:187). For example, in the words of Onwu and Mogari (2004:162),

the UNIVEMALASHI was the initiative geared at district level whose aim was to introduce outcomes-based education to foundation phase educators and also meant to equip them with skills and content knowledge to effect a change in the way they were teaching. These authors (2004:162-163) describe UNIVEMALASHI as "a stakeholder partnership to reform teaching within the setting of OBE Curriculum 2005 implementation" in Malamulele District in the Limpopo Province of South Africa.

1.1.5.2 The Mpumalanga Secondary Science Initiative (MSSI)

The MSSI was another professional development intervention programme carried out in the South African context (Mokhele, 2013:75). The CPD programme for Science and Mathematics educators was a six year (2000-2006) intervention programme that was carried out in one of the nine provinces of South Africa, Mpumalanga. The programme was fairly successful in enlisting large numbers of science and mathematics educators, ensuring consistent participation of educators throughout the duration of the project, and in changing in some ways the educators' knowledge and approaches to the teaching of Science and Mathematics in many schools (Jita & Ndlalane, 2009:59).

The Gauteng Department of Education (GDE) has chosen to implement its school improvement and professional development objectives and programmes partly through two special units: namely, Sci-Bono Discovery Centre: for Maths, Science and Technology; and the Matthew Goniwe School of Leadership and Governance (MGSLG): for leadership, management, governance and educator development (Bush, 2014:177).

1.1.5.3 Sci-Bono Discovery Centre

Bush (2014:178) states that the Sci-Bono Discovery Centre was an initiative of GDE and the private sector which was opened in 2004 with the sole purpose being "to address the scarce skills needs of South Africa by contributing to the effective delivery of quality Mathematics, Science and Technology (MST) education in all schools in the province". Bush (2014:178) adds that it is responsible for training educators in Gauteng province in the above-mentioned subjects through its educator development department. The GDE's MST Improvement Strategy has four objectives: (1) to strengthen MST teaching in all Gauteng schools; (2) to improve the

provision of MST resources; (3) to provide programmes of learner support in MST; and (4) to improve the management of MST teaching and learning (GDE, 2010:5-7).

1.1.5.4 The Matthew Goniwe School of Leadership and Governance (MGSLG)

The MGSLG was opened in 2003 following an initiative by the former MEC, Ignatius Jacobs. The aims of MGSLG are: "to promote a central hub for professional growth of school leaders and governors; to design and present cutting-edge school leadership, governance and management training programmes; and to focus on improving practice through research" (Bush, 2014:182).

The main objective of MGSLG, as outlined by Bush (2014:183), is "to develop high-order leadership and governance skills" among school governing bodies (SGB), principals, district officials, school heads of department and deputy principals. Sci-Bono (2013:58), adds that the MGSLG's initial brief of school leadership, management and governance has been modified and extended to include development of educators. The GDE has transferred responsibility for educator training in all non-MST subjects to MGSLG.

1.2 PROBLEM STATEMENT

South African as a nation did not successfully emanate from the ravages and legacy of an ineffective and discriminative apartheid education (Department of Education, 2009). The advent of democracy in South Africa brought with it a need to completely transform the education sector. The devolution of power to schools created a need for them to be run as organisations. As postulated by Naidu *et al.* (2008:74), schools are organisations that have policies and goals that are clearly defined and they have authority structure. Van der Westhuizen (2000:37) concurs that schools, as organisations, comprise of learners, educators, parents and public service staff whose collective and uniform goal is the attainment of teaching and learning of high quality.

The creation of a single national education department meant the abolishment of all disparities created by the apartheid regime, and the new autonomy granted to schools in terms of the Schools Act meant a complete change in the way things are done. All these changes added responsibilities to the role of the principals. As

Berkhout (2007:405) stated, these changes brought with them continuous challenges for heads of education institutions (schools). However, in the words of Botha (2004:239), the principals' responsibilities and workloads were even increased with the introduction of school-based management.

Many schools do not perform in accordance with the standards set by the Department of Basic Education, and this is reflected in Grade 12 results as well as in the recent results of the Annual National Assessment (ANA) undertaken throughout the country in languages (especially English) and Mathematics in Grades 3, 6 and 9. Citing the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) survey, Taylor (2008:2) and Van der Berg *et al.* (2011:1) state that South African schools are outperformed by schools in eight surrounding countries, of which Tanzania, Kenya, Uganda and Mozambique are part of, in Grade 6 Mathematics and reading, despite being richer than these countries. This on-going dismal state of the education system of South Africa and its learner performance is further depicted in global research involving South Africa. The Trends in International Mathematics and Science Study (TIMSS) (Van der Berg, 2009:1) and the Progress in International Reading Literacy Study (PIRLS) (Baer *et al*, 2007), for example, are the points in question – where South African learners are outperformed by learners from countries with even smaller economies that the one of South Africa. All of the above factors call for principals to be agents of change in order for the overall objectives of education to be achieved.

From the above, it is clear that the principal of a school has to ensure that his or her educators are at the top of their game, so to speak, and if they are not, he or she has to ensure that they are developed continuously to meet the ever-changing educational reforms and to comply with the demands of the global village (international context). This can also be achieved through the vigorous implementation of human capital theory which forms the basis for educator professional development.

The problem that this study investigated, therefore, was how principals discharge their responsibilities with regard to educator professional development, and what

factors, if any, assist or hinder principals in the execution of their responsibilities for educator professional development.

1.3 RATIONALE AND SIGNIFICANCE

Taylor (2008:5) states that internationally, the focus is on schools to improve their performance in general, and this has intensified the debate around the role of school leaders in improving performance. Knapp (2003:109) is of the opinion that "every initiative that is geared towards improving teaching and learning in schools should consolidate its efforts chiefly towards high quality teacher professional development, and this is perceived as one of the roles attached to principalship".

In the light of this focus, this study's intention was to explore the role of principals in educator professional development. As the school principal myself, this topic is highly relevant and significant, since various activities taking place at my school give me a very good indication of whether the members of my staff require development or not and also highlight to me the challenges other principals and I face in developing the educators employed at our schools.

The intention of this study is to ensure that gathered data significantly contribute, not only towards effecting relevant changes in my own school, but also to the literature on educator professional development and the role principals play in such development. It is, again, hoped that changes will be effected in the principals' role in this development in relation to IQMS implementation at school level as evidence shows discrepant implementation thereof. Lastly, it is hoped that a thorough understanding and implementation of human capital theory will enhance a better inculcation of professional development initiatives by principals in educators.

1.4 RESEARCH QUESTIONS

From the statement of the problem presented above emanated the following research question:

What role do principals play in educator professional development in secondary schools in Gauteng Province?

This study is guided by the following secondary questions:

1. What is the principals' and educators' understanding of and conception of responsibility for educator professional development?

2. What are secondary school principals' perceptions and experiences regarding their role in educator professional development?

3. What are the perceptions and experiences of educators regarding their principals' role in their professional development?

4. How does IQMS influence or fit in with educator professional development?

5. Which factors promote or hinder educator professional development?

1.5 THE CONCEPT PROFESSIONAL DEVELOPMENT (PD)

Du Plessis, Conley and Du Plessis (2007:100) describe the concept of professional development (PD) as "the process of improving staff skills and competencies needed to produce outstanding educational results for learners". Conners (in Du Plessis *et al.*, 2007:100) defines professional development as "the sum of all activities, both formal and informal, carried out by the individual or system to promote staff growth and renewal". The author adds that this is a complex process in which educators "improve and develop their instructional and curriculum development skills as well as implementation and evaluation skills". Loock (2003:66) concurs that professional development involves a process during which skills, rules or attributes are acquired with the sole aim of improving employees' performance. Generally, at school level, the principal, unit head or sector head is directly responsible for professional development.

Professional development, in the words of Steyn and Van Niekerk (2002:250), implies "an ongoing development programme that focuses on the whole range of knowledge, skills and attitudes required to educate learners effectively". Reference is thus made to the fact that in order to enhance their skills, educators or principals must participate in development opportunities. As noted by Van Deventer and Kruger (2003:216), "an educator needs constant development" and human resource

development "relates to an on-going development programme which focuses on a wide range of skills, capabilities, attitudes and needs". This includes all the activities geared at professional development with a view of keeping abreast with the demands of work and contributing to greater job satisfaction as well as enhancing better job performance.

Coetzer (2001:78) frames Continuous Professional Development (CPD), on the other hand, as orientation, support and training given to educators with aiming at enhancing their knowledge and skills. Day and Sachs (2004:220) define continuous professional development as "a learning process resulting from meaningful interaction with the context (both in time and space) and eventually leading to changes in teacher's professional proactivity (action) and in their thinking about that practice". Lastly, Bubb and Earley (2004:4) define continuous professional development as "an on-going process building up initial teacher training and induction, development and training opportunities throughout a career and concluding with a preparation for retirement".

To sum up, professional development refers to all initiatives, internally or externally directed, that have as their main aim an improvement in the current educational practices that, ultimately, will yield positive results of ensuring that schools attain their overall objectives. As indicated above, professional development implies a continuous effort by educational leaders to nurture, mentor and improve knowledge of educators to meet the ever-changing educational needs of a particular society.

1.6 THEORETICAL FRAMEWORK

I have decided to frame this study from the human capital theory perspective. Olaniyan and Okemakinde (2008:479) explain human capital theory in terms of "wholesome adoption of education and development policies". In the words of Van Loo and Rocco (2004:99) human capital theory is "an economic approach to the evaluation of the costs and benefits of the investment in skills and knowledge". Van der Merwe (2011:181) concurs with these authors that the investment in humans led to the development of this theory. According to Van Loo and Rocco (2004:99), investment in skills and knowledge yields the benefits of higher wages as well as

increases in productivity while on the other hand costs could imply "tuition fees, time, and the cost of the education system".

In terms of educator professional development, the principal's instructional leadership abilities are of paramount importance. Du Plessis *et al*. (2007:102) explain instructional leadership as leadership focused on the design, development and delivery of the curriculum of the school. Marishane (2011:87) is of the opinion that the term "instructional leader" clearly describes "the primary role of the principal in the quest for excellence in education". If a school is to manage curriculum effectively, allocate the resources adequately, develop and manage learning activities, evaluate educators' work, and use team planning techniques it becomes obvious that the principal has to provide instructional leadership. When implementing instructional leadership, the principal will be able to identify training and developmental needs his/her staff have. Again, he/she will be able to identify factors promoting or hindering the task of educator professional development.

It is in this view, in terms of human capital theory, that the principal has to inculcate self-worth among educators and motivate them to see value in enriching themselves with skills relevant to the changing educational landscape and economy. This will be evident when educators start to enrol for courses that increase their content and pedagogical knowledge and that enhance their capacities in the work they do with a view of being efficient in their work and increasing their career prospects.

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Research paradigm

This study utilised the interpretive research paradigm as its framework. As put by Wilson (2013:293) "research based on a view that all knowledge is based on interpretation is seen as interpretive". Henning and Van Rensburg (2005:20) state that interpretive paradigm focuses on experience and interpretation. Interpretive approaches concentrate on the interpretation of evidence and bringing meaning (Burton, Brundett & Jones, and 2014:7). These authors (2014:7) add that on the whole, research evidence only becomes useful when findings are explained, interpreted and contextualised. According to Reeves and Hedberg (2003:32), "the

interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals".

1.7.2 Research approach

As outlined by McMillan (in Somo, 2007:7) research approach is regarded as "a plan for selecting subjects, research sites and data collection procedures to answer the research questions". The author (in Somo, 2007:7) further adds that the approach will show the target participants and all their circumstances with regard to the place and time the study will take place. This study followed a qualitative research approach. In accordance with McMillan and Schumacher (2010:23), a qualitative research approach emphasizes "gathering data on naturally occurring phenomena". The authors add that in qualitative research, words rather than numbers are mostly used, and generally, it is the responsibility of the researcher to achieve a deep understanding through a variety of methods The approach used was of a qualitative nature since I intended to have a deep grasp of the principals' role in educator professional development and the educators' views in this regard.

1.7.3 Research design

Research designs are, according to Creswell (2012:20), the specific methods utilised by researchers in the process of research which include collection of data, analysis of that data and the writing of research report. I decided to use a case study research design in this study. A case study is defined by McMillan and Schumacher (2010:344) as "an in-depth analysis of a single entity". On the other hand, Creswell (2005:439) conceptualise it as "an in-depth exploration of a bounded system (e.g. an activity, event, process or individuals) based on extensive data collection". Metler and Charles (2011:205) assert that a case might consist of one student, one classroom, one program or community. Additionally, these authors put the purpose of a case study as being "to develop a highly detailed description and gain an understanding of the individual entity". It is within this context that Zainal (2007:1) affirms case study research as enabling the exploration and understanding of more complex issues through in-depth investigation. As noted by Merriam (2009:41), "schools may be our cases". The case study design was selected as the most appropriate design because it allowed me to explore individual principals and educators in four secondary schools in Gauteng Province and the investigation

happened within the real-life context (Yin, 2008:18) of individuals in those schools. Thus, the essence of this study was to investigate how principals discharge their responsibilities with regard to educator professional development and determine the educators' experiences with regard to educator professional development role of their principals.

1.7.4 Data Collection

Interviews were used to collect data with the participants identified below. As explained by Maree (2007:87), an interview is "a two-way conversation in which the interviewer asks the participants to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants". Denscombe (2010:173) asserts that interviews enable the researcher to gain valuable insights into participants' opinions, feelings, emotions and experiences which need in-depth and detailed exploration. Newby (2010:338) adds that interviews can be conducted either with individuals or with groups on a collective basis. As noted by Niewenhuis (2006:22), the main objective of qualitative interviews is to "see the world through the eyes of the participants", and the interview "can be a valuable source of information if used correctly". Cohen, Manion and Morrison (2007:349) are of the opinion that interviews provide a great deal of detailed and useful information as well as being a flexible tool for data collection.

I used semi-structured interviews of which McMillan and Schumacher (2010:206) say that "semi-structured questions offer no choices from which the respondent selects an answer. Rather, the question is phrased to allow for individual responses. It is an open-ended question, but is fairly specific in its intent". Newby (2010:340) adds that in these interviews, researchers are able to ask follow-up questions with a view to exploring a viewpoint and are also free to explain people's understanding and answer research questions. Creswell (2012:218) concurs that in qualitative research, a researcher asks "open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher".

In the course of this study, I conducted one-on-one interviews with the participants involved. Creswell (2012:218) describes one-on-one interview as "a data collection

process in which the researcher asks questions to and records answers from only one participant in the study at a time".

1.7.5 Participants and Sampling

According to Maree (2007:79), sampling refers "to the process used to select a portion of the population for study". I used convenience sampling because of practical constraints such as time and costs. In convenience sampling the researcher uses a sample "which is close at hand" (Maree, 2007:79). Creswell (2012:145) adds that the choice of a sample population is informed by its convenience and availability.

I conducted the interviews with four school principals in four secondary schools in Gauteng Province (two from Sedibeng West district office and the other two from Sedibeng East district office). At each of these four schools, interviews were also conducted with two educators – these educators were selected purposively on the basis of experience (one more experienced and one less experienced educator). These schools included two fee-paying secondary schools (former Model C secondary schools) and two no-fee paying secondary schools (township secondary schools). The principals, as participants, were chosen because the focus of this study is on their role in the professional development of their staff. Data gathered from principals were used to answer my research question.

The main reason behind choosing fee-paying secondary schools and no-fee secondary schools was that learner performance varies greatly in terms of quality of the results these schools are producing. I wanted to check the discrepancies in terms of the role principals play in educator professional development initiatives and also check other factors which hinder or promote educator development in these schools. On the other hand, the choice of the two district offices was informed by the intention not to limit this study to one district but rather an attempt to cover more than one district in Gauteng Province. This is, basically, an attempt to have some representation of at least two districts of Gauteng province and again, these districts are convenient and accessible to me and would cut costs to be involved.

1.7.6 Data Analysis and Interpretation

Litoselliti (2003:85) confirmed that it is the responsibility of the researcher, after gathering data, to analyse it. The author (2003:85) explains that data analysis provides the researcher with an "advantage of having insight and in-context knowledge about the research" and this enables him to establish a link between the data gathered, the research question and the aims of the research. As explained by Newby (2010:459), analysis of qualitative of data process involves "shaping data into a form where it can be interpreted in such a way that it, at least, contributes to an understanding of the research issue".

After having conducted each interview, I prepared data, organised it, transcribed it and interpreted it before proceeding with the next interview. As noted by Newby (2010:459), by preparing data, a researcher puts it into a form that can be manipulated. Creswell (2012:238) adds that data analysis preparation initially requires "organizing the vast amount of information, transferring it from spoken or written words to a typed file". McMillan and Schumacher (2010:369) affirm that an important step in analysis is to organise the data so that the process of coding can be facilitated.

Creswell (2012:239) states that transcription of data implies converting field notes or audiotaped recordings into text data. After transcription, the coding process has to take place (Creswell, 2012:243).

The last step was the interpretation of simplified and organised data. In this stage, I examined the observations of others, behaviour, or events – as prevalent in coded categories – with a view to determine contradictions, relationships or similarities existing. As put by Metler and Charles (2011:202) the main thing at this stage was "to look for aspects of the data that answer the research questions, that provide challenges to current or future practice, or that actually may give future practice". In the words of Creswell (2012:257), qualitative research interpretation implies that "the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparison with past studies or both".

1.7.7 Trustworthiness and credibility

According to Newby (2010:121), validity and reliability remain the "cornerstones of any research". The author (2010:121) further states that it is the responsibility of the researcher to ensure that the data gathered are representative of the situation he/she intended to study and if another researcher were to use that same approach, similar results would be achieved. Metler and Charles (2011:199) add that when dealing with the validity of qualitative data, "researchers are essentially concerned with trustworthiness – the accuracy and believability – of the data". On the other hand, the authors further add that credibility involves ensuring that results are believable when viewed by the participants in the study. I used validity as a measure of determining the accuracy of my findings.

One of the requirements of collecting qualitative data is for researchers to ensure quality of their data (Metler & Charles, 2011:199). In qualitative data, "validity might be addressed through honesty, depth, richness and scope of data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher" (Cohen, Manion & Morrison, 2000:105). In the words of Creswell (2012:259) validating findings means that the researcher has to ensure that findings are accurate and various strategies including member checking, external audit, or triangulation could be used. As put by McMillan and Schumacher (2010:330), the concept of validity, in qualitative research, implies the "degree of congruence between the explanations of the phenomenon and the realities of the world".

In order to ensure the validity of my study, member checking was utilised. "Member checking involves the sharing of the interview transcripts, analytical thoughts and drafts with the participants of the study" (Metler & Charles, 2011:200). Creswell (2012:259) adds that member checking involves the researcher engaging the study participants in determining that accuracy of their own accounts by taking findings back to the participants and requesting them to provide feedback, either through interview or writing, on the accuracy of those findings.

1.8 ETHICAL CONSIDERATIONS

I ensured that permission was sought from the Department of Basic Education in Gauteng Province before undertaking my research project. The Code of research ethics, as promulgated by the University of Pretoria, was strictly adhered to. Metler and Charles (2011:206) assert that "ethics have to do with moral aspects of research". Researchers must be scrupulously ethical if their work is to have credibility. As confirmed by De Vos (1998:240), ethics is "a set of moral principles that are suggested by an individual or group and which are subsequently widely accepted and offer rules and behavioural expectations about the most correct conduct towards experimental subjects, respondents, employers, sponsors, other researchers, assistants and students". Lastly, De Vos *et al.* (2005:57), state that ethical issues guide researchers in terms of acceptable standards they have to abide by and evaluate their conduct and they should, therefore, be continuously borne in mind and be internalised in the researcher's personality.

The following ethical guidelines, namely: informed consent, anonymity, confidentiality, betrayal and deception were used in my study.

- I obtained informed consent from the participants before starting the interviews. This, in accordance with Trochim (2001:24), implies that participants must give consent to participate in research after being informed about the procedures and risks associated with that research;

- I also ensured that participants are not known – adherence to the principle of anonymity. This principle, according to Neuman (2014:154-155), means that people remain anonymous, or nameless; the individual's identity is protected and they are unknown;

- In terms of confidentiality, I did not indicate the people I obtained data from. This means that information gathered is held in confidence or kept secret from the public, and there is no linking individual to information provided (Walter, 2013:82; Neuman, 2014: 155);

- I did not betray the participants by disclosing their information or cause any suffering to the participants. In the words of, Cohen, Manion and Morrison, (2000:63), betrayal implies disseminating data to the public that participants disclosed in confidence in a way that can cause embarrassment, suffering, or anxiety to the participants; and

- Lastly, I did not deceive the participants, instead, I indicated to them that information gathered will be used only for research purpose. This principle simply implies that the researcher should not lie to the participants unless obligated by legal research reasons (Neuman, 2014:151).

1.9 STRUCTURE OF THE DISSERTATION

To answer critical questions emanating for the research problem, this study is divided into the following chapters:

Chapter 1: General Background and Orientation

This chapter deals with the background to the nature of the problem to be addressed, the research design and methodology as well as the limitations of this study.

Chapter 2: Literature Review

This chapter provides a summary of the literature review on professional development of educators and the principal's role from local and international perspectives.

Chapter 3: Research Design and Methodology

This chapter comprises a detailed account of research design and methodology used in the study from a qualitative research perspective.

Chapter 4: Presentation of Research Findings

This chapter presents the findings and analysis of data gathered.

Chapter 5: Summary, Recommendations and Conclusions

In this chapter, a summary, recommendations and conclusions are presented.

1.10 SUMMARY

This chapter outlined the problem statement, rationale and significance, research questions, the concept of professional development, theoretical framework, research design and methodology, ethical considerations as well as the limitations of the study. Chapter 2 provides literature review on the role principals are playing in professional development of educators from a local and international perspective.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

In the words of Barber and Mourshed (2007:43) "professional development of educators is a cornerstone for the provision of quality teaching and learning in an education system, none of which can exceed the quality of its educators". According to Retna (2007:127), all organisations and professionals phase rapid changes taking place in their environments and as such have to cope with challenges associated with those demands. Schools are currently facing their greatest challenge, which is to provide quality education (Steyn, 2011:43). Based on this assertion, it becomes essential that educators develop themselves to enable effective delivery of the curriculum that changes continuously.

DoE (2006:17) confirms "that a large majority of educators need to strengthen their subject knowledge-base, pedagogical content knowledge and teaching skills" and coupled with this, Ferreira (2014:1) asserts that teaching and learning cannot improve if educators are poorly qualified or if they lack the necessary skills to facilitate learning. To add to this, Guskey (2002:381) states that policy makers recognise that schools cannot be better than educators who work within them. It is in this light that Villegas-Reimers (2003:7) asserts that there is a need for educator professional development, and this cannot take place without the contribution of school leaders. Holland (2008:16), however, states that the role of the principal in educator development cannot be left unnoticed. He alludes to the principal's role as one of directing, overseeing and participating in educator professional development.

Educator professional development is regarded as a continuing process of ensuring that educators acquire relevant skills to ensure that student learning occurs optimally. This is evident in Guskey (2002:382) who affirms that educators involve themselves in professional development initiatives because of a mere belief that this will "expand their knowledge and skills, contribute to their growth and enhance their effectiveness with students". In this chapter, the literature review on educator professional development has been outlined encapsulating the clarification of the professional development concept. Following this is a brief discussion of factors

affecting educator professional development, and next are the methods of educator professional development. Thereafter, the principal's role in educator professional; development is outlined to include the South African as well as in the international contexts.

2.2. EDUCATOR PROFESSIONAL DEVELOPMENT (EPD)

2.2.1. What is educator professional development?

In a broad sense, professional development implies "the development of a person in his or her professional role" (Villegas-Reimers, 2003:11). As stated by Avalos (2011:10), there are many ways in which educator professional development is studied and presented in literature but emphasis is always on understanding it in terms of educators learning and the author (2011:10) further explains it as "a process of learning how to learn, and transforming their knowledge into practice for the benefits of students' growth" and in this context, Kuijpers, Houtveen and Wubbels (2010:1687) affirm that this translates into variance as observed in student outcomes.

Bouchamma, Basque and Marcotte (2014:582) explain professional development concept as "an intensive, comprehensive and supported initiative centered on improving the effectiveness of educators and principals to ultimately have a positive impact on student outcome". The authors (2014:582) further state that professional development processes involve educators' acquisition of necessary skills, knowledge and attitude to enrich student learning. An addition is hereby made by Hicks *et al.* (2007:62) that professional development is "acquiring skills, knowledge and attitudes that enhance individual and organisational performance". Day and Sachs (2004:3) define it as "all activities in which educators engage during the course of their careers which are designed to enhance their work".

The Organisation for Economic Cooperation and Development's (OECD) large scale Teaching and Learning International Survey (TALIS) defined professional development as "activities that develop an individual's skills, knowledge, expertise and other characteristics as an educator" (OECD, 2009:49). Similarly, Knapp (2003:112) reviewed professional development to involve all activities, whether formal or informal, which lead educators to learn new things about their professional

practice. On that note, Bellanca (in Chen, 2013:2225) states that the term "educator professional development" has generally been referred to as formal learning opportunities for educators. Wu and Chang (in Chen, 2013:2225), however, assert that educator professional development is not only the enhancement of educators' personal professional knowledge and instructional skills but also educators' cognition, self-awareness and reflection on the environment. On the other hand, Villegas-Reimers (2003:12) defines it as "a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession". As put by Smith (2001:3), workplace learning, as in professional development, enhances the competitiveness of both the school and the nation.

As pointed out by Elmore (2002:6), in practice, "professional development covers a vast array of specific activities", which include workshops and courses aimed at providing content, new ideas or rules to educators. Evidence is supplied in Steyn (2005a:10) that the educators' knowledge and skills become obsolete due to developments in educational thinking over time and thus render educators inefficient and out-dated. Moreover, as added by the author, no change will take place in educators unless they update themselves with new ways of teaching. This is further substantiated by Lee (2005:40), in his view, that professional development programme should take into consideration the educators' personal and professional needs to lead to professional growth in them.

Mizell (2010:5) coined the concept of professional development to mean "a formal process such as a conference, seminar or workshop, collaborative learning among members of a work team, or a course at a college or university". However, the author further adds that professional development can also occur in "informal contexts such as discussions among work colleagues, independent reading and research, observation of a colleague's work or other learning from a peer". All the aforementioned activities bear testimony to Fishman *et al.* (2003:645) when they affirmed that professional development fundamentally should encapsulate educator learning. It is within this context that Browell (2000:57) is of the opinion that the focus of professional development is "the continuous updating of professional knowledge, skills and attitudes required of staff so that all students can learn and perform at

higher levels". This is also supported by Guskey (2002:382) when he states that in order to initiate change in educators' attitudes, beliefs and perceptions, relevant professional activities need to be designed. As noted by Mizell (2010:6), "even experienced educators confront great challenges each year including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs". Additionally the author (2010:6) is also of the opinion that student learning will suffer if educators do not experience effective professional development.

Lastly, the concept of educator professional development is described by Bubb and Earley (2007:4) as "…an on-going process encompassing all formal and informal learning experiences that enable all staff in schools, individually and with others, to think about what they are doing, enhance their knowledge and skills and improve ways of working so that pupil learning and well-being are enhanced as a result". The authors (2007:4) further add that "professional development should achieve a balance between individual, group, school and national needs; encourage a commitment to professional and personal growth; and increase resilience, self-confidence, job satisfaction and enthusiasm for working with children and colleagues". Steyn and van Niekerk (2005:129), on the other hand, purport professional development to be an on-going, dynamic and continuous upgrade and update of knowledge and skills.

2.3 FACTORS AFFECTING EDUCATOR PROFESSIONAL DEVELOPMENT

Educator professional development is currently recognised, as posited by Ingvarson, Meiers and Beavis (2005:2) "as a vital component of policies to enhance the quality of teaching and learning in schools". Opfer and Pedder (2011:3) state that "if student learning is to be improved, then one pathway for doing so is the provision of more effective professional learning activities for educators in schools". In this study, Steyn's model of factors influencing educator professional development, as illustrated below, was used to answer the research questions.

2.3.1 Educators' commitment to change

Opfer and Pedder (2011:4) state that professional development offers a general school-level improvement and is considered largely to be a decision affecting an individual educator. Steyn (2005a:15) asserts that educators' commitment to change is regarded as more important for the success of professional development as compared to the school's commitment to change. In the words of Van Eekelen, Vermunt and Boshuizen (2006:410) the concept of 'will to learn' implies "a psychological state in which the learner has a desire to learn". This psychological state, according to these authors, "appears to be prerequisite for actual workplace learning to occur". As put by Boyd *et al.* (2003:112), attracting educators and sustaining their involvement and commitment to receive the full dosage of professional development activities remain a primary challenge for large scale PD projects. The following aspects are included in the educators' commitment to change, in terms of Steyn's model:

Improved educator learning and learner performance

Educators' commitment to change

Personal goals

Capacity beliefs

Context beliefs

Emotional arousal

EFFECTIVENESS of PD

Educators Learning Styles

Processing preferences:

Environmental; Emotional; Socio-ecological; Psychological; Physiological Learning features: Discourse attunement; sharing learning concerns; Contrition respected

Untreated Identity

Transformational Leadership

Identifying & sharing a vision

Cultivating acceptance of cooperative goals

Creating high expectations

Providing individualised support

Offering intellectual stimulation

Providing an appropriate model

Strengthening school culture

Out of school Conditions

Policies and programmes of authorities and local community resources, funding & control

Requirements of Programme

Form; Time; Duration;

Setting; Collective participation; Support by management & teachers: Type of training; Core features; Evaluation

In-School Conditions

School culture

School structure

School size

Regular PD

Collaboration Feed back

Figure 1: Factors influencing professional development (Adapted from Steyn, 2005b:266)

Personal goals – referring to the desired future states internalised by an individual (Yu, Leithwood & Jantzi, 2000:370). Mokhele (2013:98) is of the opinion that educators are attracted to professional development programmes because such programmes have the potential to fundamentally change them for the better.

Capacity beliefs - Yu *et al*. (2000:371) refer to these beliefs as "psychological states such as self-efficacy, self-confidence, academic self-concept aspects of self-esteem". The authors (2000:371) add that in this case reference is made on educators' belief as being capable of accomplishing goals. Lam and Pang (2003:90) state that confident educators are more prepared to participate in learning activities.

Context beliefs – refer to "whether the school environment, such as the school governance will provide funds, professional development or other resources for educators to effectively implement changes in their classroom practices" (Yu *et al*., 2000:371 – 372).

Emotional arousal process – Steyn (2004:220; 2005a:16) puts the functions of this process as "to create a state of readiness, to activate immediate action and to maintain action".

From the above, it is clear that the initial process to effecting changes in classroom practices starts with a motive among educators to want to learn. It is only when educators are 'willing to learn' that effective and sustainable change will take place in students' growth and learning outcomes. Personal goals, capacity and context beliefs have a bearing on how effective educator learning takes place as they embrace all factors embedded within an individual and his or her predisposition to professional development.

2.3.2 Leadership
School leadership plays a crucial role in shaping educators' professional learning (Mkhwanazi & Portin, 2012:188). Studies show that as stated by Berl (2005:7), people in leadership roles in education can support educators in improving their work culture and in areas such as evaluation, reflection, rewards as well as motivation. In the words of Bernauer (2002:89), for effective professional development to occur in schools, quality leadership is a prerequisite. According to Heaney (2004:41),

effective leadership means that principals are directly involved in the process of learning of their educators and have evidence showing that educators' professional development has indeed occurred. In the words of Steyn (2005a:16), "leadership provides an orderly and nurturing environment that supports educators and stimulate their efforts". In terms of Steyn's model (2005), transformational leadership has been declared an appropriate leadership style associated with effective educator professional development. According to Heaney (2004:43), transformational leadership style emphasises communication and this is illustrated in its character of being motivational and supportive in nature as it promotes teamwork. As stated by Yu et. el. (2000:372), "transformational forms of leadership fundamentally aim to make events meaningful, foster capacity development and higher levels of personal commitment to organizational goals on the part of staff". Castanheira and Costa (2011:2012) add that the four main components inherent in this kind of leadership are charismatic, intellectual stimulation, motivational and individualised consideration.

Steyn (2004:220) asserts that transformational leadership is characterised by the following dimensions, which could influence the commitment the educator has on effective professional development, inclusive of: "identifying and sharing a vision; cultivating the acceptance of co-operative goals; creating high performance expectations; providing individualised support; offering intellectual stimulation; providing an appropriate model and strengthening school culture". In the words of Castanheira and Costa (2011:2012) and Balyer (2012:582), transformational leader is relevant in instilling trust and confidence among followers and inculcates pride in a team that works with him or her. These authors are of an opinion that this kind of a leader has the capacity to increase the degree of personal commitment among each follower to realise common vision, organisational values and mission and is also capable of promoting mutual understanding of what should be achieved in an organisation.

2.3.3 Out-of-school Conditions

Avalos (2011:12) states that out-of-school-conditions vary and are inclusive of (and not limited to): historic factors, working conditions, policy environments, policy reforms as well as the nature and operation of education systems that inform the

relevant and suitable forms of educator professional development. Steyn (2005a:22-23) states that there are conditions outside schools that are likely to influence the functioning of schools and are inclusive of the following:

Policies and programmes of authorities - Lam and Pang (2003:92) assert that policy directives from education departments, changing control patterns, and enrolment fluctuations strongly influence schools. Maistry (2008:119) states that the South African developments in education policy have initiated an increased attention on educator professional development in order to improve its quality. This can be seen in the national and departmental legislation and policies such as the Skills and Development Act of 1998 and National Skills Development Strategy (Steyn, 2004:221); the National Policy Framework for Teacher Education and Development in South Africa (RSA, 2007:2); the Design of the Continuing Professional Teacher Development (CPTD) System (SACE, 2008:2); the Integrated Quality Management System (IQMS) (Bischoff & Mathye, 2009: 394); the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (DBE & DHET, 2011:1).

Resources - King and Newman (2001:88) are of the opinion that technical, people and structural resources are the determinants of quality teaching and learning. In addition, Steyn (2004:221) affirms that these resources may include "human and social resources such as parent support; resources such as family income and school funding; technical resources such as equipment, materials and technology".

Funding – In the words of Steyn (2005a:23) the availability of necessary funding precedes any planning for continuous professional development and this may be raised by individual schools or provided by educational authorities or outside agencies.

2.3.4 Educators' Learning Style
Steyn (2005b:265) states that learning styles of educators influence the success of professional learning initiatives. Since, in effect, professional development initiatives are meant to enhance learner performance and develop new skills, attitudes and knowledge among educators, it is essential that their programmes be considerate of educators' individual learning styles (Steyn, 2005b:265). As put by Steyn and van

Niekerk (2005:134) and Steyn (2004:219), "learning styles include a number of variables such as an individual's environmental, emotional, socio-ecological, psychological and physiological preferences". Robbinson and Carrington (2002:240) note that educators "are individuals with specific learning needs and styles". Burke (1997:301) affirms that if professional development programmes are accommodative of educators' preferences, there is a likelihood that educators will be developed through acquisition of more skills and be motivated to implement them in their classrooms.

2.3.5 In-school Conditions

Van Eekelen *et al.* (2006:409) and Clarke and Hollingsworth (2002:962) state that in the school context, there are numerous variables which may improve or hinder educator professional learning. For the sake of this study, variables such as school culture, structure and size were considered.

School culture –according to Yu *et al.* (2000:371) the culture of a school refers to "the shared norms, values, beliefs and assumptions that shape members' decisions and practices". These authors state that the capacity beliefs of educators are likely to be enhanced by the norms of collaboration prevalent in the culture of an organisation. Villegas-Reimers (2003:119) is of the opinion that the culture of support should be established to enable successful professional development.

School structure - According to Steyn and van Niekerk (2005:139), school structure implies opportunities the school gives to educators to make decisions affecting their classroom and their school-wide practices. The school structure, in terms of Yu *et al.*, (2000:371), "encompasses a preference for shared and distributed leadership, a potential influence on the extent to which educators believe that their school context will allow them the power to shape change initiatives in directions they consider to be both meaningful and feasible".

School size - School size is also another factor worth noting in professional development activities. According to Lowrie and Smith (1998:14), educators in larger schools appear to be relatively uninvolved in professional development due to a large amount of development activity taking place. Contrary, in the words of Steyn

and van Niekerk (2005:140), in smaller schools more educators appear to be more involved in professional development activities.

2.4 METHODS OF EDUCATOR PROFESSIONAL DEVELOPMENT

"Teaching is considered to be at the heart of school systems and quality of educators' practice at the root of quality education" (Republic of South Africa, 2008:9). This calls for educator professional development. Reitzug (2002:3) states that networks, on-site processes, professional development schools and training are different forms professional development may take. Fullan (2007:35) and OECD (2009:49) add that "professional development involves workshops, courses, programs and related activities that are designed presumably to provide educators with new ideas, skills and competencies necessary for improvement in the classroom". Desimone *et al.* (2002:81) concur that professional development is a vehicle through which educators' teaching practice can be developed and their content knowledge can be deepened. These authors (2002:81) further add that professional development is basically an effort designed to ensure that educators are capacitated to teach to high standard. The latter statement is evident on Guskey's (2002:382) assertion that "professional development activities frequently are designed to initiate change in educators' attitudes, beliefs and perceptions". This is further substantiated by Mizell (2010:3) who stated that the only strategy the school system has to strengthen educators' performance levels is educator professional development.

In the words of Lee (2005:40), the traditional approaches to professional development include conferences, seminars and workshops. Dass (1992:2) reports that in terms of current educational reforms, traditional 'one-short' approaches to educator professional development have been inadequate and inappropriate. This is further substantiated by Abadiano and Turner (2004:87) who assert that old methods of staff development, which include demonstrations, lectures and workshops yielded little evidence with regard to the transference of knowledge to on-going classroom practice. In a research conducted by Klingner (2004:249), it became apparent that "sit and get" "stand-alone" workshops are unproductive, ineffective and inefficient.

Kwakman (2003:150) adds that traditional professional development activities fall short of helping educators learn how to teach for understanding.

Methods of educator professional development abound, and in the case of this study, the following will be discussed:

2.4.1 Mentoring and Coaching

In the words of Middlewood (2003:5), mentoring and coaching have been ways often used to match novices with veterans with an aim ensuring that veterans share their knowledge and expertise with the novices.

Current pre-service training has a limited preparation component for actual in-service practice. As the demands of the education profession become more complex, mentorship and coaching become more necessary in order to provide development support to staff and principals in schools. Mentorship and coaching, in the words of Naidu et. al. (2008:97), use the expertise and experience of professionals that the system has and are regarded as powerful vehicles towards ensuring continuous professional development. Usually, as alluded to by Mundry (2005:10), in order to ensure the learners understand and to capacitate teaching of content, beginner educators "are assigned to an accomplished mentor who teaches the same" subjects and this promotes the effective transference of skills and knowledge. De Lima (2008:160) avers, in addition, that educator professional development becomes the responsibility of heads of department, at school level, facilitated through mentoring.

Fourie and Meyer (2004:2) define mentoring as "a dynamic and reciprocal relationship in a work environment whereby a more advanced and wise career incumbent (mentor) helps a less experienced person – usually not a direct subordinate – who has developmental potential (mentee) in some specified capacity". Crafton and Kaiser (2011:106) concur with the latter authors by asserting that mentoring is associated with a one-to-one relationship between a novice and an expert. Heirdsfield *et al.* (2008:110) assert that the process of mentoring is symbiotic in that the "mentors also benefit as they develop lifelong attributes worth fostering and experience satisfaction with their roles as mentors". As put by Gerber (2003:1), mentoring involves a nurturing process whereby a more skilled person, a friend or role model, encourages, teaches and counsels a less experienced and skilled

person. In the words of Van Louw and Waghid (2008:212), mentoring positively impacts on individuals in that those who have undergone the process progress rapidly in the careers and are more likely to be retained in their current jobs as they experience higher levels of job satisfaction. In terms of Resolution 8 of 2003, mentoring has been regarded as an effective process of assisting educators to improve (Education Labour Relations Council, 2003:25).

Coaching, on the other hand, is defined by Fourie and Meyer (2004:5) as "the 'systematically planned and direct guidance' of an individual or group of individuals by a coach to learn or develop specific skills that are applied and implemented in the workplace"; this, in turn, over a short period of time leads to the achievement of performance outcomes. In the words of Naidu *et al.* (2008:99) all line managers should be coaches. These authors add that managers should train and develop employees in specific areas that are needed for efficient and effective performance.

Naidu *et al.* (2008:99) posit that the use of both mentorship and coaching as continuous development strategies in schools, as in any other organisation, should not be underestimated. Embracing these techniques can ensure sustainability and the institutionalisation of development interventions. Garet *et al.* (2001:921) are of the opinion that "mentoring and coaching take place, at least in part, during the process of classroom instruction or during regularly scheduled teacher planning time". In accordance with these authors (2001:921), one way of making mentoring and coaching to be sustainable over time is by including professional development into a normal educator working day and in this way connections are made with real classroom teaching.

2.4.2 Teamwork and group work

Hunzicker (2011:177) states that adult learners "as a group approach learning with clear goals in mind, using their life experiences to make sense of new information". In the words of Heystek *et al.* (2008:187), development thrives where educators work in teams. Steyn and Van Niekerk (2002:113) assert that teams are essential in building commitment and ownership as large numbers of people are involved in decision making. The authors further add that when educators work together they become more efficient and in this way enhance the quality of learning. Heystek *et al.*

(2008:187) state that teamwork "forms the basis for self-development as it provides an opportunity for equals to share expertise and knowledge regarding the planning of content, methods, learning activities and assessment that will be used in their teaching". In the light of the preceding statement, Mizell (2010:11) affirms that the team allows time to make sure educators' learning is intensive. According to him (2010:11), educator professional development becomes an on-going improvement cycle as they discuss and analyse what they have learnt with their team members.

2.4.3 Professional development workshops

Loucks-Horsley *et al*. (1998:42-43) state that a workshop is "a structured approach to professional development that occurs outside the educator's own classroom". In their words (1998:43), professional workshops are generally undertaken after school, during a particular time of schooling, or on weekends and usually conducted by a leader or leaders with special skills and expertise. According to Clarke (2007:136), professional development workshops cover any professional development activities, from an hour to several days, where the focus is on the development of the educator in his or her professional or personal capacity. Heystek *et al*. (2008:180) are of the opinion that workshops are useful in providing hands-on experience to novice and inexperienced educators. Contrary, as put by these authors (2008:180), traditional approaches, like workshops, fail to improve the knowledge and skills of educators as they do not provide enough time, content and activities to consolidate what educators learn.

2.4.4 Collective participation

Garet *et al.* (2001:922) posit that collective participation is a kind of development meant for educators from the same grade, department or school. In terms of research conducted by Garet *et al*. (2001:922) this kind of professional development has various advantages. Firstly, when educators work together they are able to share problems, skills and discuss concepts emanating from their development experiences. Secondly, sharing of the same curriculum materials, course offerings, and assessment requirements is likely to be enhanced if educators are from the same grade, department, or school (Birman *et al*., 2000:30). Thirdly, as put by Garet *et al.* (2001:922), educators who share the same group of student are in a better

position to engage with their needs across their grade level and in this way professional development helps to effect necessary changes over a period of time .

2.4.5 Study groups

Study groups, as explained by Loucks-Horsley *et al.* (2003:153), are "collegial, collaborative groups of problem-solvers who convene to mutually examine issues of teaching and learning". These groups, according to these authors (2003:153), are conducted in a non-judgemental environment whose intention is to engage educators in reflection and learning with the intention of addressing whole-school performance over a period of time. The sole purpose of these groups is a focus on matters pertaining to teaching and learning.

2.4.6 Networks

In the words of Reitzug (2002:3) networks are "crews of personnel from across different schools that interact regularly to discuss and share practices around a particular focus". Delport and Makaye (2009:98) confirm that networks are loose and fairly widespread partnerships between schools, or school educators, and they operate on an informal and voluntary basis. The primary aim of a network is to exchange the ideas or provide mutual support. An addition is hereby made by Westchester Institute for Human Services Research (2004:3) that effective networks are characterised by the following attributes: "supportive professional community beyond school building; being organised around specific subject matter; and deepening understanding of the content". Networks have been found by Pernel and Fireston (1996:47) to be effective in enhancing student learning and as framed by Lieberman and Grolnick (1996:8) to have numerous positive effects on educator professional development. As put by Villegas-Reimers (2003:80), educator networks promote professional development as educators, individually or in groups, are brought together to address issues they experience in their workplaces.

2.4.7 Professional learning communities

According to Howley and Howley (2005:1), professional learning communities imply educators taking responsibility of becoming learners with a view of enhancing students' success. These authors (2005:1) add that the focus of professional learning communities is on teaching practice and educators, collaboratively, learn to

share what they have learnt. Hirsch (2012:64) purports that successful professional learning communities enhance the sharing of effective practices between educators and are more likely to lead to improved student performance.

2.5 THE ROLE OF PRINCIPAL IN EDUCATOR PROFESSIONAL DEVELOPMENT

Professional development works best where there is a common commitment to personal improvement through professional development and to the sharing of resources, including skill and time (Clarke, 2007:132). According to Du Plessis, Conley and Du Plessis (2007:102), in order for effective teaching to be promoted, "principals should encourage innovative teaching, model an array of instructional strategies, help educators expand their ability to implement a variety of instructional methods and provide opportunities for educators to acquire the syntax and process components related to various teaching models". These authors (2007:102) further add that for the instruction to be responsive to the needs of learners, there must be provision of quality leadership by principals thus enabling educators "to develop appropriate classroom instruction".

It is the responsibility of principals to ensure that educators are equipped with necessary skills to face the challenges brought about by the contemporary classroom and also provide meaningful opportunities for effective professional development. Payne and Wolfson (2000:13) assert that the principal plays an important role in ensuring that educators are "prepared through appropriate professional development to bring about school reform and improved learning for all learners". These authors (2000:14) add that for school improvement initiative and learner achievement to be successful, educator professional development is critical, and this calls for the principal to put continual educator professional development as prime priority. The implication here is that principals have to be committed in identifying PD needs of their staff and provide appropriate PD programmes to meet these needs (Heaney in Steyn, 2011:43). In short, as contended by Bredeson and Johansson (200:388), the leadership of a school principal in the area of educator

professional development is crucial for the establishment and success of school learning community.

2.5.1 Principal's role in South Africa

A formidable challenge facing most school leaders in South Africa is improving academic results in state schools (Heystek, 2005:1), and it is in schools that continuous professional development of educators takes place (Boadou, 2010:76). As elaborated by Bush (2007:391), the need for professional development is highlighted by the fact that schools need effective leadership from the principals to meet the aims of education and Steyn (2011:430) adds that for the learning and development processes of educators to occur, effective leadership and involvement of principals are required. Principals are expected to inspire, motivate and appeal to educators through an array of skills and behaviours, which communicate their value to their schools (Santamaria & Santamaria, 2012:3). Steyn and Van Niekerk (2002:253-254) add that principals "can do much to ensure effective professional development in their schools". This, they can do by enabling educators to discuss good teaching practice and various case studies; taking initiatives to work together with relevant stakeholders, namely educators, learners and parents, in determining the weaknesses and strengths of the school's programme of teaching and learning; by encouraging educators to take risks by experimentation; and lastly, as framed by these authors (2002:254) by involving "their educators in designing and implementing developmental programmes".

2.5.1.1 Employment of Educators Act, 76 of 1998

DoE (1998:10) asserts that the Minister of Education published a policy document known as Personnel Administration Measures (PAM), which clearly outlines the terms and conditions of employment of educators in South Africa, in terms of section 4 of the Employment of Educators Act, Act 76 of 1998. It is in the PAM document that the duties and responsibilities of principals with regard to personnel are outlined as to provide professional leadership in a school; to supervise, guide and offer professional advice to educators; to develop staff training programmes; to participate and engage in agreed educator appraisal processes and, lastly to organise evaluation forms at school (DOE, 1998:10).

2.5.1.2 The Principal's role in implementing IQMS

ELRC (2003:14) states that the implementation of IQMS at school level has been outlined as the role and responsibility of the principal in terms of Resolution 8 of 2003. The author (2003:14) further adds that these roles and responsibilities include, among other things, to ensure that all educators are provided with all relevant IQMS documentation; arrange workshops to clarify concerns pertaining to IQMS; train educators in IQMS processes; establish Staff Development Teams (SDT) in a democratic manner; ensure that all documents are correct before submission to district office and lastly, ensure that evaluation results are moderated in a fair and consistent manner. The principal must ensure that all documentation sent to the District Office is correct and submitted on time.

To sum up, it is important for principals to comply with relevant legislation pertaining to educator development as noted in IQMS that the principal has to ensure that educators know exactly what their role should be. He has also to ensure quality assurance by monitoring the overall effectiveness of an institution through providing opportunities and support for growth and development. This is also illustrated in the PAM policy document that professional leadership of a school rests on the principal of a school and as such he/she also has a responsibility of developing training programmes for staff and to give professional advice on the performance of educators.

It is evident in the NPFTED that educator professional development is of paramount importance, and the role of educational leaders (principals) in such development is highly crucial. Currently, SACE is engaged in professional development initiatives through CPTD whereby all educators in various post levels have to acquire professional development points after a certain period. This initiative started in January 2014 with principals and deputy principals and will include educators afterwards. This calls for principals to ensure that they become part of this development initiative in order to be able to lead professional development of their subordinates and novice educators.

Lastly, it has also been noted, with the development of the Plan, that it is incumbent on the Departments of Basic Education and Higher Education and Training to

improve the quality of educators and teaching through improving the quality of teacher education and development. All the above initiatives are dependent on the principal's role of ensuring that development of educators takes priority in all schools. In the words of Harris and Muijs (2005:13), the principal's leadership skills and abilities are of paramount importance in promoting school change, improvement and development.

2.5.2 An International Perspective – Principals' role in China

China has gone through momentous economic and political changes in recent decades. Along with significant changes in governance structures, financing schemes, and accountability policies, impressive development has also taken place in education, especially with the drastic reduction of illiteracy, the implementation of 9-year compulsory education as well as the enhancement of vocational training and higher education (Chu & Cravens, 2012:178). The primary focus of educational development in China has undergone subtle but important changes over the last two decades. Education must now promote a harmonious society, equity and justice as well as serve the overall needs of social and economic development (Zhou, 2004:1).

In China, Quality-Oriented Education-*su zhi jiao yu*- became the hallmark of the educational reforms that happened nationwide in 1999 and were fully implemented in 2001 (State Council of the Chinese Central Government, 2001a). Quality-Oriented Education provides a blueprint for "promoting holistic student development both academically and socially" (Gu, 2010: 292). Representing a systemic change that involves the transformation of current process of education, Quality-Oriented Education, in the words of Chu and Cravens (2012: 179), is being implemented in every segment and every level of the nations' educational system.

Chu (2003) and Huang (2004) assert that educational leadership, which stands at the centre of this educational reform, has received important attention from educational administration scholars and policy makers. A put by Chu and Cravens (2012: 179), "the role of a school principal, in particular, has been a key focal point of both discussion and research, especially with regards to principal professional development that seems to cultivate newer and stronger leadership". These authors (2012:180) are of the opinion that schools and their principals face multiple

challenges in redefining learning priorities to achieve the new policy imperatives. In terms of the latter statements, Bai (2006) asserts that school-wide reforms require the school leadership to delegate authority and build teams, to establish a flexible structure, to open communication channels, to internalise motivations. Chu and Fu (2011) confirm that most principals have found themselves ill-prepared to navigate a "school-wide transformation of strategic planning, curriculum, instruction, teacher development, performance review and other key components of school management".

With this reform taking place, educators, according to National Centre for Education Development Research (2008), have been pressed to provide visible and exciting results without systemic support and competency-building training. This means that many school principals are, for the first time, acting as instructional leaders. They must now lead efforts to design and evaluate new curriculum content, improve instructional practices through working with their educators as well as observe and monitor classroom activities (Chu & Cravens, 2012:183). Chinese scholars have found that instructional leadership model is particularly meaningful in helping principals focus on student learning, educator professional development and the self-development of the principal (Bai, 2006; Zhang, 2005). According Chu and Cravens (2012:184), the challenge prevalent is for Chinese school principals to learn how to lead to work with educators to optimize curriculum structures and processes to provide academic support to all students.

In a research conducted by Jun (2014) with 10 principals from primary schools in Shenzen to establish or elicit the understanding of how they perform instructional leadership to improve professional development of educators in response to curriculum reform, the following were found:

2.5.2.1 Mentoring
Due to greater concern on teaching quality in relation to curriculum reform, principals paid much attention to a mentoring program which was adopted as one of the vital on-the-job educator development based on the school context in China. Principals believed that young educators benefitted from mentoring programmes because there

remained many successful examples of mentoring programmes for developing beginning educators' professional development and expertise (Jun, 2014:242).

5Supervision was another interpersonal process in which principals gave feedback to educators, thus resulting in communication and interaction about curricular and pedagogical design. Principals acknowledged the importance of collective efforts in supervisory procedure and delegated and supervisory roles to subject leaders and academic officers. Principals supported the instruction improvement by organising teaching sharing session based on collective classroom observation. Collaboration between the principal and educators contributed to variety and individual initiative in instruction delivery which was a vital part of supervisory process (Jun, 2014:243).

2.5.2.3 Cross-great-level-collaboration

The system of teaching research has been rooted in Chinese education since 1950s and aims to involve educators in undertaking subject-based research for classroom teaching (Hu, 2005). The routine activities of school-based teaching can be summarized into 3 categories: preparing lessons and observing classroom; regular subject-based meetings and discussions; and school level and district level teaching research project. In terms of this system, principals play an indirect role in leading teaching research and delegate power to middle leaders for managing the research groups (Jun, 2014:243)

2.6 SUMMARY

From the above review of literature, the concept of educator professional development was clearly clarified with a full explanation of factors affecting educator professional development. A model of Steyn (2005) was used to give a clear picture of how these factors collectively impact on the effectiveness of PD programmes and ultimately, how they impact on learner performance. As traditional methods of educator professional development have been qualified as ineffective and out-dated, more recent, even though not all were outlined, reform types that are effective and relevant have also been highlighted. It is clear from literature that educator professional development is chiefly put upon principals, and this is evident in the local and international contexts regarding the principal's role in educator

development. What also emerged from literature is various means countries are making in an effort to improve student learning by investing huge amounts of capital in educator professional development to meet the international benchmarks. It is also apparent from literature that human capital theory is highly significant as it put education at the centre of every professional development initiative. In the next chapter, the research methodology and design utilised in the study from a qualitative research perspective are explained.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The previous chapter gave a comprehensive review of literature on the role the principals play in educator professional development from the local and international context. In this chapter, I discuss the research methodology and design I used to answer the research questions. This chapter starts by looking at the research approach and design utilised in this research. Thereafter data collection strategies follow, which, in this case, were semi-structured interviews. The sampling strategy and participants involved in the study were further discussed, and data analysis followed afterwards. Lastly, I looked at the ethical considerations surrounding this study.

3.2 RESEARCH APPROACH, PARADIGM AND DESIGN

3.2.1 Research approach

Qualitative research approach was used in this study. Straus and Corbin (1998:10) explain qualitative research as "any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about persons' lives, lived experiences, behaviours, emotions, and feelings..." Savenye and Robinson (2004:1046) on the other hand coin qualitative research "as research devoted to developing an understanding of human systems, be they small or large". Additionally, De Vos (2000:240) defines quality research as "a multi-perspective approach (utilising different qualitative techniques and data collection methods) to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subjects attach to it". As put by Newby (2010:115), qualitative research is basically concerned with the meaning people attach to their experiences and the understanding of how they choose to live their lives. McMillan and Schumacher (2010:23) and Devtak, Glažar and Vogrinc (2010:78) affirm that "qualitative research emphasizes gathering data on naturally occurring phenomena".

In qualitative research, "most of the data appear in the form of words rather than numbers and in general, the researcher must search and explore with a variety of methods until a deep understanding is achieved" (McMillan & Schumacher, 2010:23; Patton & Cochran, 2002:2). Creswell (2012:16) is of the opinion that qualitative research enables the researcher to explore and learn more from the participants to address a research problem. As maintained by Merriam (2009:5), this type of research enables the researcher to understand how people "construct their worlds and what meaning they attribute to their experiences. Patton and Cochran (2002:2) add that one of the characteristics of qualitative research is to understand some aspect of social life through the usage of words rather than numbers in analysing data.

I decided to utilise qualitative research approach due to the fact that, following advice by Creswell (2012:16), I needed to learn more from participants through exploration. Qualitative research approach was the best way to learn about the role of the principal as well as the experiences of teachers on the principal's role in their professional development. In qualitative research, as noted by Creswell (2012:16), "a central phenomenon is the key concept, idea or process studied" and in this study, the central phenomenon is the principal's role in educator professional development. Punch (2009:117) and Johnson and Onwuegbuzie (2004:20) contend that in qualitative research, the researcher collects data in a naturalistic setting.

In my study, schools are naturalistic settings, and this offered me an opportunity to understand and describe the participants' own experiences of the phenomenon, which, in my case, is educator professional development. Additionally, Denzin and Lincoln (2005:3) assert that qualitative research uses an in-depth inquiry to interpret "a phenomenon in terms of meanings and understandings constructed by people". Creswell (2012:16) affirms that one of the characteristics of qualitative research is that data are collected "based on words from a small number of individuals so that participants' views are obtained". In this case, qualitative approach helped me derive data through interviews with three participants per school in four secondary schools. Straus and Corbin (1998:11) agree that qualitative research approach grants rich and detailed descriptive data collected from participants and, for this reason, this

would have been difficult to achieve if using a different approach such as quantitative methodology.

Additionally, a qualitative researcher, in the words of De Vos (2002:79), is more concerned with understanding a phenomenon than with explaining it. Lastly, Cole (2006:26) argues that qualitative researchers are "more concerned about uncovering knowledge about how people feel and think in the circumstances in which they find themselves, than making judgements about whether those thoughts and feelings are valid". The use of qualitative research also enabled me to gather important data on educators individually, so as to have a picture of how professional development is executed by principals in their schools.

3.2.2 Research Paradigm

In accordance with Taylor, Kermode and Roberts (2007:5), a paradigm reflects "a broad view or perspective of something". In the words of Weaver and Olson (2006:460) "paradigms are patterns of beliefs and practices that regulate inquiry within a discipline by providing lenses, frames and processes through which investigation is accomplished". In addition, Walter (2013:10) views a paradigm as "a shared framework of viewing and approaching the investigation and research of social phenomena". Similarly, Neuman (2014:96) states that a paradigm is "a general organizing framework for theory and research that includes basic assumptions, key issues, models of quality research, and methods for seeking answers". Added to this, Morgan (2007:50) asserts that a paradigm is defined as the world view or set of beliefs of a researcher in an approach of the study.

This study used interpretive research paradigm as its suitable framework. As outlined by Wilson (2013:293) "research based on a view that all knowledge is based on interpretation is seen as interpretive". Interpretive approaches concentrate on the interpretation of evidence and bringing meaning (Burton, Brundett & Jones, 2014:7). In addition, these authors (2014:7) are of the opinion that research evidence only becomes useful when findings are explained, interpreted and contextualised. Reeves and Hedberg (2003:32) argue that the interpretive paradigm "is concerned with understanding the world as it is from subjective experiences of individuals". In the words of Cohen *et al.* (2007:2), the interpretive paradigm encapsulates the

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understanding of the subjective world of human experience. Walter (2013:17) asserts that "the interpretivist perspective emphasises the meanings individual actors give to social interactions and the use of symbols such as language in the creation of that meaning". From an interpretivist perspective, as advanced by Wilson (2013: 293), "the human world is a world of meaning in which our actions take place on the basis of shared understandings".

I used the interpretive research paradigm to answer the research questions. As stated above, this paradigm is based on an individual's interpretation of events occurring in his/her subjective world. I wanted to find out from principals their experiences regarding their role in educator professional development in their schools. I also wanted to understand and make sense of the educators' experience of professional development as carried out by principals from the participants' point of view, as Merriam (2002:6) suggests.

3.2.3 Research Design

The research design is, according to Walter (2013:361), a formalised plan of how a researcher intends to conduct a research. In the words of Creswell (2012:20), research designs are "the specific procedures involved in the research process: data collection, data analysis and report writing". Research design, as defined by Punch (2009:112) in general terms, means "all the issues involved in planning and executing a research project – from identifying the problem through to reporting and publishing the results". On the other hand, Denzin and Lincoln (2011:245) state that in the research design, methods used to obtain information, information used to explore the research question and the rationale for the study, are explained. McMillan and Schumacher (2010:20) put the objective of the research design as "to specify a plan for generating empirical evidence that will be used to answer the research questions". According to Walter (2013:362), a research design should also include any potential limitations or difficulties a researcher may encounter in conducting proposed research.

3.2.3.1 Case Study Design

Yin (2008:18) defines a case study as "an empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the

boundaries between phenomenon and context are not clearly evident". On the other hand, Creswell (2012:465) expresses a case study as "an in-depth exploration of a bounded system (e.g. activity, event, process or individuals) based on extensive data collection". Merriam (2008:40) echoes the same sentiment by explaining a case study in terms of "an-depth description and analysis of a bounded system". Creswell (2008:476) describes being 'bounded' as implying uniqueness in terms of "place, time and particular characteristics". This study explored the role principals play in educator professional development in secondary schools in Gauteng Province thus displaying the bounded characteristics of a qualitative case study.

Baxter and Jack (2008:544) aver that case study provides or facilitates the "exploration of a phenomenon within its contexts" through various sources of data. In the words of Merriam (2008:40), the case could be an institution, a single person, a community, a program, a specific policy or a group. The author (2008:41) adds that "schools may be our cases" and a case might be selected "because it is an instance of some process, issue or concern". The cases in this study are four secondary schools in Gauteng Province, with two being fee paying school (former model C secondary schools) and the other two being no-fee paying schools (township secondary schools). The role of the principal in educator professional development was the focus of this study with three participants (i.e. the principal, one experienced educator and one less experienced educator) at each school interviewed thus amounting to twelve participants in the study.

As there was a need for an in-depth exploration (Creswell, 2012:465) of the role principals play in educator professional development as well as an investigation (Yin 2008:18) of educators' experiences of the role their principals play in their development, a case study design was deemed appropriate for this study. Mertens (2010:233) avers that a case study may be based on a unit of analysis, which in this study is a school. In the words of Cohen, Manion and Morrison (2000:181), case study provides "a unique example of real people in real situations, enabling readers to understand ideas more clearly". Yin (2008:13) affirms that a case study has a significant advantage on answering "how" and "why" questions. Case study helped me in gaining real insight into the role principals play in educator professional development while on the other hand enabled me to gather information on the

educators' experiences of professional development as carried out by principals in their respective schools.

One valuable contribution of case study to my study was its "ability to capture complex action, perception, and interpretation" (Merriam, 2008:44). I could manage to indicate the experiences of principals and educators on the role the principal plays in educator professional development through interpreting the data I received through interviews. And, lastly, case study afforded me an opportunity, as postulated by Cohen, Manion and Morrison (200:185) "to establish generalizations about wider population" to which the schools, under study, belong.

3.2.3.2 Type of Case Study

Since the focus of this study was on the role of the principal on educator professional development in four secondary schools in Gauteng Province, a multisite case study was used. McMillan and Schumacher (201:345) indicate multisite case studies as a number of different cases combined in a study. Stake (1995) cited in Creswell (2012:465) state that the essence of using this case study as to enable a researcher to describe and compare multiple cases in order to provide insight into an issue. In this study, I explored educator professional development of secondary school educators in four schools with a view of gathering a deeper understanding and insight into the role the principals play in developing their educators.

In summary, a case study design is most appropriate when the researcher wants to know more about "a unit of analysis" (Welman & Kruger, 2001:21) and a particular issue emanating from that unit of analysis. In this study four schools were cases and the issue of investigation was the role played by the principal in educator professional development. The study sought, also, to elicit the educators' experiences of the role played by the principals in their professional development. Case studies have been defined as methods of enquiry where the researcher wants to gather deeper understanding and discovery of a phenomenon using various methods of investigation in a particular context and place.

3.3 DATA COLLECTION STRATEGIES

In the words of Maree (2010:259) the qualitative researcher "collects words (texts) and images (pictures) about the central phenomenon; the data are collected from people immersed in the setting of everyday life in which the study is framed". In this study, data were collected through interviews with the participants identified below. A research interview is regarded as a conversation between two people that serves to elicit information pertaining to the research (Merriam, 2009:87). As put by Maree (2007:87), an interview involves two-way conversation aimed at obtaining information, from the participants by the interviewer, in order to learn about their behaviour, beliefs, opinions, views and ideas. Denscombe (2010:173) asserts that interviews enable the researcher to gain valuable insights into participants' opinions, feelings, emotions and experiences which need in-depth and detailed exploration. Newby (2010:338) adds that interviews can be conducted either with individuals or with groups on a collective basis. As noted by Niewenhuis (2006:22), qualitative interviews aim at seeing "the world through the eyes of the participants", and the interview, in this case, if used correctly provide a valuable source of information. Cohen *et al.* (2007:349) are of the opinion that interviews provide a great deal of detailed and useful information as well as being a flexible tool for data collection.

3.3.1 Semi-structured Interviews

Semi-structured interviews were utilised in this study. McMillan and Schumacher (2010:206) frame semi-structured interviews as interviews where respondents are not allowed to select an answer as the questions are open-ended. According to Newby (2010:340), in these interviews, "interviewers have freedom to clarify people's understanding" by asking follow-up questions to determine knowledge or open up other explanations. Creswell (2012:210) adds that open-ended questions are useful in enabling participants to indicate their experiences unlimited by any judgement of the researcher.

The researcher used one-on-one interviews in this study. One-on-one interviews are described by Creswell (2012:218) as data collection process intended to elicit responses "from only one participant" in the study at a particular time.

The interviews, as a data collection strategy, were significant in eliciting the experiences of principals with regard to their role in professional development of educators and on how educators experience it. One of the advantages of using interviews, as data collection strategy, is that, in the words of Atkins and Wallace (2012:86), they allowed the researcher to engage with research participants individually face-to-face. In my study, it was essential to use interviews, semi-structured interviews, as the research topic investigated the role principals play in the professional development of educators. Face-to-face interaction with the participants provided a detailed account of their experiences and challenges and in this case, highlighted areas where professional development was required. The interviews also indicated the principal's role in ensuring that IQMS happens in sampled schools and, if not, they indicated what the possible hindrances inhibiting the implementation of IQMS were.

Interviews also enabled me, as put by Atkins and Wallace (2012:86) and Newby (2010:340), to probe and clarify and to check that the participants understood correctly what was required of them. It was essential as a researcher to ensure that participants clearly understood what was required so that their responses were relevant to the questions posed. In line with the theoretical framework of this study, which is human capital theory, it is significant to elicit from the participants the value of professional development as this is not only meant to develop the way they teach but also for other aspects of their careers, namely, job mobility, wage earnings, job enrichment, and so on. The theory instils motivation within an individual and in this way, makes educators to deliberately upgrade the level of skills they have, which is the ultimate aim of professional development.

3.4 SAMPLING STRATEGY AND PARTICIPANTS

I conducted the interviews with four school principals in four secondary schools in Gauteng Province (two from Sedibeng West district office and the other two from Sedibeng East district office). At each of these four schools, interviews were also conducted with two educators – these educators were selected purposively on the basis of experience, one more experienced (has teaching experience of more than ten years) and one less experienced educator (has teaching experience of less than

ten years). The aim of purposive selection of these participants and sites was based on the fact that I could obtain rich information (Creswell, 2012:206) and answer the secondary research questions of this study. These schools included two fee-paying secondary schools (former Model C secondary schools) and two no-fee paying secondary schools (township secondary schools). The principals, as participants, were chosen because the focus of this study is on their role in the professional development of their staff. Data gathered from principals were used to answer my research question. The main reason behind choosing fee-paying secondary schools and no-fee secondary schools was that learner performances varies greatly in terms of quality of results these schools are producing. I also wanted to check the discrepancies in terms of the role principals play in educator professional development initiatives and also check other factors which hinder or promote educator development in these schools. On the other hand, the choice of the two district offices was informed by the fact that the study is not limited to one district but rather an attempt to cover more than one district in Gauteng Province. This is basically an attempt to have some representation of at least two districts of Gauteng province and, again, these districts are convenient and accessible to me and would cut costs to be involved. The participants in this study are reflected in Table 3.1.

Table 3.1: Participants in the study

Schools	Principal	Educators (More experienced)	Educators (Less experienced
A	1	1	1
B	1	1	1
C	1	1	1
D	1	1	1
Totals	4	4	4
Total number of participants	**12 Participants**		

3.4.1 Convenience Sampling

A process used to select a portion of participants of a study is typically referred to as sampling (Maree, 2007:79). Convenience sampling was used in this study because of the practical constraints such as time and costs. As put by Maree (2007:79), this is a non-probability sampling where "the sample is drawn from that part of the population which is close at hand". Creswell (2012:145) and Neuman (2014:248) agree that in this type of sampling, the selection of the sample population is based on the fact that the sample is readily available, convenient, and easy to reach and represents some characteristics the researcher seeks to study.

Babbie (2005:189) refers to this method as "reliance on available subjects". Newby (2010:251) concurs that convenience sampling is the use of data sources that just happen to be around. Convenience sampling refers to sampling those who are easy to locate (Walter, 2013:110; Cohen *et al.*, 2007:113). In line with Walter (2013:110), the popularity of convenience sampling is related to the ease and inexpensive nature of data collection. The latter reason was one of the reasons I considered when planning on the sampling strategy. Walter (2013:110) is also of the opinion that while convenience sampling is an easy way of finding respondents for the research project, its lack of representativeness constraints the validity of the results.

3.5 DATA ANALYSIS

In the words of Merriam (2009:175), data analysis represents "the process of making sense out of data. Making sense out of data involves consolidating, reducing and interpreting what people have said and what the researcher has seen and read – it is the process of making meaning". Walter (2013:61) purports that analysis of data is "the process of analysing the evidence that is produced from the research", and this is the responsibility of the researcher after data have been gathered, as confirmed by Litoselliti (2003:85). To analyse data means to systematically organize, integrate, and examine and in so doing, the researcher searches for patterns and relationships among specific details (Neuman, 2014:477). Walter (2013:61) adds that analysis of data involves identifying patterns of meanings and interpretations. In the words of Litoselliti (2003:85), this provides the researcher "with an advantage of having insight and in-context knowledge about the research" and enables him to establish a variety

of important links between the data gathered, research questions and aims. As explained by Newby (2010:459), the process of qualitative data analysis "is one of shaping data into a form where it can be interpreted in such a way that it, at least, contributes to an understanding of the research issue".

After having conducted each interview, I prepared data, organised it, transcribed it and interpreted it before proceeding with the next interview. As noted by Newby (2010:459), by preparing data, a researcher puts it into a form that can be manipulated. Creswell (2012:238) adds that the process of data preparation involves organising information and transferring it from written or spoken words into a typed file. McMillan and Schumacher (2010:369) are of the opinion that an essential step in analysis is to organise the large amount of data so that coding is facilitated. Creswell (2012:243) explains coding as "the process of segmenting and labelling text to form descriptions and broad themes in the data". The author (2012:243) further adds that the main aim of coding is to make sense of text data and to collapse the codes into broad themes.

The final step, according to Metler and Charles (2011:202), in the analysis process is to interpret simplified and organized data. This I did by examining others' behaviours and observations with a view to determining similarities, relationships and contradictions. Additionally these authors (2011:202) confirm that interpretation of data implies looking for aspects that answer the research questions. In qualitative research, as explained by Creswell (2012:257), data interpretation means that "the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparison with past studies or both".

3.5.1 Content Analysis

Content analysis was used, in this study, as the strategy for data analysis. In one sense, in the words of Merriam (2009:205), "all qualitative data analysis is content analysis in that it is the content of interviews, field notes, and documents that are analysed". Content analysis is, according to Newby (2010:484), "a set of procedures that can be applied to any message medium (text, spoken word, action video recordings) to identify what is being communicated by whom and to whom. It is concerned with the significance and meaningfulness of communication". Walter

(2013:258) is of the opinion that content analysis is interested in all aspects of social phenomena represented by texts, be they conversations, sentences and words. However, in the words of Krippendorf (2004:18), content analysis, as a research technique, informs practical actions, provides new insights or increases a researcher's understanding of a particular phenomenon. The choice of content analysis enabled me to identify the significance of the role principals play in educator professional development. This helped to identify the perceptions and experiences of educators with regard to professional development offered to them by their principals. The essence of this analysis was also to check the leadership style of the principals, as participants, as this has a bearing on enhancing professional development role of principals on educators.

3.6 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY

Burton and Bartlett (2009:24) define credibility and trustworthiness as the truthfulness, correctness and accuracy of the research data. Additionally, Gray (2009:194) is of the opinion that in qualitative research, issues of trustworthiness are addressed holistically by focusing on the credibility of research. According to Newby (2010:121), reliability and validity are the cornerstones of any research. Metler and Charles (2011:199) are of the opinion that when researchers are dealing with validity of qualitative data, they are basically involved with trustworthiness – "the accuracy and believability" – of the data. On the other hand, the authors (2011:199) further add that credibility in research basically implies establishing and verifying how believable the research results in terms of the research participants. For the purpose of this study, validity was used to determine the accuracy of the findings.

Validity, according to Neuman (2014:212), implies truthfulness. It refers, as put by Neuman (2014:212), "to how well an idea 'fits' with actual reality". Metler and Charles (2011:199) assert that researchers must ensure the quality of data when engaging in data collection process. According to Cohen *et al.* (2007:133), there are many ways in which validity might be addressed in qualitative data which could be done "through honesty, depth, richness and scope of data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher". Validating findings, as explained by Creswell (2012:259), means that the researcher

uses strategies such as triangulation, external audit or member checking in order to determine the credibility or accuracy of the findings. According to McMillan and Schumacher (2010:330), validity, in qualitative research, implies "the degree of congruence between the explanations of the phenomenon and the realities of the world".

In order to ensure validity of this study, I used member checking. Member checking, as put by Metler and Charles (2011:200), is a process whereby transcripts from the interview, analytical thoughts and drafts are shared with the study participants. Creswell (2012:259) adds that member checking is "a process in which the researcher asks participants in the study to check the accuracy of the accounts". This process, as outlined by Creswell (2012:259), implies that the researcher takes the findings to the participants with a view of establishing the accuracy of the report. This was done by me after data transcription was completed to check if there were any discrepancies between what was recorded (interviews) and what was transcribed in this study.

3.7 ETHICAL CONSIDERATIONS

Punch (2009:49) believes that ethical issues are involved in empirical research in education as data collection is done from people and is about people. In the words of Walter (2013:73), "ethics is concerned with the establishment of a set of moral standards that govern behaviour in a particular setting or for a particular group". This is further substantiated by Gray (2009:192) when he asserts that the dignity, rights and privacy of the participants in the research project have to be respected during the collection, analysis and publishing of research findings.

I started by seeking permission from the Gauteng Department Education (GDE) before undertaking my research. This was to ensure that I obtain access to all schools that serve as my research sites. A Code of research ethics, as promulgated by the University of Pretoria, was strictly adhered to. Permission was also sought from schools through the School Governing Bodies (SGBs), and letters of consent were also signed by the chairpersons of SGBs in all participating schools. In accordance with Metler and Charles (2011:206), "ethics have to do with moral

aspects of research". These authors (2011:206) emphasise the importance of ethical considerations on the side of the researchers "if their work is to have credibility".

As confirmed by De Vos (1998:240), ethics is "a set of moral principles that are suggested by an individual or group and which are subsequently widely accepted and offer rules and behavioural expectations about the most correct conduct towards experimental subjects, respondents, employers, sponsors, other researchers, assistants and students". In the words of De Vos *et al.* (2005:57), ethical issues "serve as standards and a basis upon which each researcher ought to evaluate his or her own conduct" and they are, therefore, to be continuously borne in mind and be internalised in the researcher's personality. Lastly, O'Leary (2004:50) and Punch (2009:49) concur that "researchers are unconditionally responsible for the integrity of all aspects of the research process".

For the purpose of this research, I focused on the following ethical guidelines, namely, informed consent, anonymity, confidentiality, betrayal and deception.

3.7.1 Informed Consent

Informed consent, according to Cohen *et al.* (2007:52), Basit (2010:60) and Neuman (2014:151) refers to the permission individuals grant to participate in research after all facts pertaining to the study are given to them. As noted by Punch (2009:50), people should be made aware of and understand the purpose of the research and, stated simply, they should give their consent to participate in research programmes. Newby (2010:357) contends that participants should know the reasons behind their choice as participants and also be informed how their information will be used and the ways in which it can be identifiable. Furthermore, as put by the author (2010:357), they should know the limit of their involvement. This was guaranteed in this study by engaging with identified participants and by discussing with them the purpose of the intended research. A letter of consent was signed by each participant prior to any interviews being conducted, and in this way I adhered to the principle of informed consent by ensuring that my participants know fully about the scope of my research until the report is published.

3.7.2 Anonymity

Walter (2013:82) conceptualised the concept of anonymity to refer to the researcher's commitment and obligation not to revel the research participants. The essence of anonymity, according to Cohen, *et al.* 2007:64), is "that information provided by participants should, in no way, reveal their identity". A subject or participant is, therefore, considered anonymous when, in the words of Cohen et. al. (2007:64) "the researcher or another person cannot identify the participant or subject from the information provided". Additionally, Walter (2013:82) asserts that by not collecting participants' identifying data, the researcher ensures the anonymity of research participants. In my study, anonymity of participants was maintained by assigning pseudonyms such as "school A" for secondary school one, and all participants were allocated numbers with first participant at each school being a principal e.g. school A participant 1 being a principal; school B participant 4 being a principal and so on. There were a total of 12 participants comprising one principal per school and two educators at each of the four secondary schools. Their anonymity was ensured because none of their identities and that of their schools were revealed (Burton & Bartlett, 2009:70).

3.7.3 Betrayal

Cohen *et al.* (2007:65) are of the opinion that the concept of 'betrayal' is applied usually to situations where the participant's information, disclosed in confidence to the researcher, is disseminated "publicly in such a way as to cause embarrassment, anxiety, or perhaps suffering to the subject or participant disclosing the information". This I also indicated to the participants that data gathered will only be used for the purpose of my qualification and shall, in no way, be revealed to anyone.

3.7.4 Confidentiality

Confidentiality, as framed by Walter (2013:82), is basically concerned with concealing information provided by participants and ensuring that it cannot directly be associated with them. The author (2013:82) adds that this principle implies that the participants' specific contribution cannot be identified. According to Cohen *et al.* (2007:65), confidentiality entails not making information publicly known despite participants being known by the researcher. I did not indicate the people I obtained data from. This means that information gathered is held in confidence or kept secret

from the public, and there is no linking individual to information provided (Walter, 2013:82; Neuman, 2014: 155).

3.7.5 Deception

According to Cohen *et al.* (2007:66), this concept is applied to the "kind of situation where the researcher knowingly conceals the true purpose and conditions of the research, or else positively misinforms the subjects or exposes them to undue painful, stressful or embarrassing experiences" without them knowing about what is going on. In essence, as put by Neuman (2014:151), a researcher should not lie to research participants unless it is required for legitimate reasons.

I honoured the research site by not disturbing and disrupting daily activities of the principals and educators (Creswell, 2008:14) by visiting them after contact hours and in days (especially educators), when they do not attend last periods on their timetables.

3.8. SUMMARY

This chapter outlined the research design and methodology employed in answering the research questions. Firstly, the research approach, paradigm and design were elucidated. Following this was an explanation of qualitative data collection strategy used, which, in this study, were interviews (semi-structured), to gather the required data. Thereafter, the sampling strategy utilised and the participants chosen to be involved in this research were clearly identified. Furthermore, the data analysis in qualitative research, which depicted content analysis strategy, was elaborated on. This study also indicated and discussed quality criteria with trustworthiness and credibility of data outlined. The next chapter presents the findings and analysis of data gathered during the research process.

CHAPTER 4

PRESENTATION OF RESEARCH FINDINGS

4.1 INTRODUCTION

In the preceding chapter, I presented the research methodology and design encapsulating the research approach, paradigm and design, followed by data collection strategies and the sampling strategy, including the selection of participants. Furthermore, I outlined data analysis, trustworthiness and the credibility of the study as well as ethical considerations. In this chapter, empirical study results are presented and discussed in accordance with research questions and themes that emerged from the data gathered through the interviews. The aim of this study was to explore how principals professionally develop educators in selected secondary school and is guided by the following main and secondary questions:

What role do principals play in educator professional development in secondary schools in Gauteng Province?

The following secondary questions guided this study.

1. What is the principals' and educators' understanding of and conception of responsibility for educator professional development?

2. What are the secondary schools principals' perceptions and experiences regarding their role in educator professional development?

3. What are the perceptions and experiences of educators regarding their principals' role in their professional development?

4. How does IQMS influence or fit it with educator professional development?

5. Which factors promote or hinder educator professional development?

These themes are discussed in detail after the exploration of demographic profiles of the participants in the study.

4.2 DEMOGRAPHIC PROFILES

Four principals and eight educators were interviewed. Of the two teachers selected from each of the four secondary schools, one was more experienced than the other. Two secondary schools were from no-fee schools (township schools), and the remaining two were fee-paying secondary schools (former Model C schools). In total, twelve participants were interviewed with seven males and five females participating in this study. Codes were assigned to schools and participants as follows: schools were given alphabetic classification from A to D and at each school the first participant was a principal, followed by the most experienced educator and then the least experienced educator. Codes assigned to the principals were 1, 4, 7 and 10 in schools A, B, C and D respectively. Codes assigned to the educators ranged from 2 to 12, excluding those assigned to principals.

4.2.1 Demographic profile of schools

All four secondary schools covered in this study are Section 21 Schools. School A has 1387 learners, and it is a no-fee school situated in Sedibeng East district. It has a post establishment of 44 educators, excluding the principal. Of these educators, 34 are post level one educators, 8 are heads of departments and 2 are deputy principals. The school receives R 1 314 000.00 from the Department of Basic Education (Resource Allocation) and the budgeted amount for educator professional development is R 10 000.00 for 2015 financial year.

School B has 870 learners and is a fee-paying school also found in Sedibeng West education district. It has a post establishment of 45 educators, excluding the principal. The school has a staff complement of 33 post level one educators, 3 senior educators, 5 heads of departments and 2 deputy principals as well as 2 SGB-paid educator posts. Its state-allocated annual funding amounts to R 481 770. 00. School fees generated by the school amount to R1 082 336.00 in the current financial year and income generated from other sources amounts to approximately R 90 000.00 per year. The amount budgeted for professional development of educators for 2015 is R 20 000.00.

School C is a no-fee school with an enrollment of about 1254 learners and, like the other two schools, is located in Sedibeng West education district. It has a post establishment of 42 educators, excluding the principal, 29 post level one educators, 3 senior educators, 8 heads of department and 2 deputy principals. It receives a state grant of R1 392 768.00 for 2015 and has income sources generating R158 025.00 for this year. The amount budgeted for professional development of educators for the year 2015 is R158 153.00.

School D has 1710 learners and is a fee-paying school found in Sedibeng East education district. It has a post establishment of 80 educators, excluding the principal. The school has 68 post level one educators (50 state-paid and 18 SGB-paid posts), 10 heads of department (9 state-paid and 1 SGB-paid post) and 2 deputy principals. It receives a state allocation of R917 960.00. School fees generated for this year amounts to R10 054 180.00 and other income sources generate R13 000.00 for 2015 financial year. An amount of R40 000.00 is budgeted for professional development of educators.

4.2.2 Profile of participating school principals

Table 4.1: Profile of school principals

Participant	School	Gender	Experience	Post Level	Qualifications	Enrolment	Code
1	A	M	32	4	BA; B.Ed.; ACE	1387	P1SA
4	B	F	3	4	PGCE; PhD	870	P4SB
7	C	M	28	4	SSTD; BPAED; ACE	1254	P7SC
10	D	M	38	5	BA (HONS); HED	1710	P10SD

Table 4.1 shows that three secondary schools are managed by male principals with extensive experience spanning over twenty five years with only one female principal whose experience of only three years may not be inclusive of her actual teaching experience. The Relative Education Qualification Value (REQV) of these participants

is above 15 with Participant 4 having REQV 17 respectively. Accordingly, there is a clear indication that the majority of schools are still dominated by male principals. As indicated above, the highest academic qualification of the participants is a PhD acquired by Participant 4. Furthermore, three of the principals from school B, C, and D respectively are not engaged in teaching, only Participant 1 from school A, teaches in Grade 12.

4.2.3 Profile of participating educators

Table 4.2: Profile of educators

Participant	Gender	School	Post Level	Qualifications	Experience	Code
2	M	A	1	STD; BA	26	P2SA
3	M	A	1	B.Ed.	3	P3SA
5	F	B	1	SPTD; BSc HONS	19	P5SB
6	F	B	1	BCOM; PGCE	2	P6SB
8	M	C	1	BA; HDE	14	P8SC
9	M	C	1	B.Ed.	5	P9SC
11	F	D	1	FDE; HED	30	P11SD
12	F	D	1	B.Ed.	7	P12SD

The following are notable in respect of Table 4.2 above. There is a gender mix of participants with 4 females and 4 males in the study. All are suitably qualified with REQV starting from 14. Each school is represented by one most experienced educator and one least experienced. The table depicts 4 educators with less than 10 years of teaching experience.

4.3 RESEARCH QUESTIONS AND THEMES

A detailed discussion of themes emerging from this study follows the research questions and themes.

Table 4.3. Research Questions and Themes

Research Question	Theme/s
1. What is the principal's and educators' understanding of and conception of responsibility for educator professional development?	• Understanding of educator professional development. • Responsibility for educator professional development.
2. What are the secondary school principals' perceptions and experiences regarding their role in educator professional development? 3. What are the perceptions and experiences of educators regarding their principals' role in their professional development?	• Principal's role in educator professional development.
4. How does IQMS influence or fit in with educator professional development?	• The role of IQMS in educator professional development.
5. Which factors promote or hinder educator professional development?	• Factors promoting educator professional development. • Factors hindering educator professional development.

In this study, a qualitative research method was applied with semi-structured interviews utilised as data collection instruments. As indicated in Chapter 3, the participants were principals from four secondary schools in Gauteng Province as well as two educators (one more experienced and one less experienced) at each of these four schools. The interview protocol for principals comprised eleven questions and the one for educators consisted of seven questions. The findings from the interviews have been presented as themes and various participants' responses have been

highlighted to support themes under which they have been grouped. The findings of principals and educators are presented separately to provide a logical sequence of their responses with regard to each theme identified.

4.3.1 Understanding of educator professional development

4.3.1.1 Principals' understanding of educator professional development

The four principals interviewed clearly articulated their understanding of the concept of educator professional development. The first principal (Participant 1) conceives educator professional development as a development of educators in totality with reference to skills that the educators will need for future use. In this instance he referred to managerial skills, conflict management skills, disciplinary measures as well as necessary tools to survive in teaching and learning. For the second principal of School B (Participant 4), educator professional development is considered to be development of skills in an educator to be more professional and being a better teacher. For her, literacy, internet and technology skills will make educators better in presenting lessons in the class and to develop themselves academically. Participant 7 (School C principal), however, views educator professional development as a development throughout '*a career of an educator*'. He emphasises growth in an educator with a view of delivery of content in class and exploitation of various teaching strategies to enhance learner performance. On the other hand, Participant 10, (principal of School D) alluded to educator professional development as anything that could help educators do their jobs better and teach optimally. For instance, he remarked as follows: "*I think the concept really refers to anything that could assist the educator to do his or her job better… in other words it could really mean attendance of courses, it could mean pamphlets that are distributed, it could mean professional studies at a university*".

Participant 7 (School C principal), justified the need for professional development by saying that "*whoever enters the profession of teaching from a college or university enters as a novice and therefore would need to be developed throughout so that that person can be in touch with current developments*". This is further supported by Participant 1 who asserts that: "*Whenever we are talking about the professional*

development of an educator we are equipping an educator with the necessary tools so that he can be able to survive in teaching and learning".

In terms of this finding, all the principals in the study showed adequate understanding of the concept of 'educator professional development'. Though conceptualised differently, the concept of professional development is deemed to imply development of skills in educators, enhancement of performance, improvement in knowledge content, competence in education profession, orientation, developing educators academically, more information and innovative ways to teach, capacitating to deal with challenges, and so on. Their understanding is in concert with the view of Bouchamma, Basque and Marcotte (2014:582) who describe professional development as a comprehensive initiative geared at improving "the effectiveness of educators and principals" for positive results on student's achievement.

These principals concur that professional development implies development of skills throughout an educator's career life. This is also substantiated in literature by Day and Sachs (2004:3) who coin educator professional development as activities designed to enhance educators' work during the course of their careers. This is attested to by Participant 10 through his following utterance "*I think the concept really refers to anything that could assist the educator to do his or her job better*".

4.3.1.2 Educators' conception of educator professional development
Various explanations of the concept of 'educator professional development' were given by educator participants. Examples of these are noted in responses such as:

"…to me professional development is to equip me more in terms of difficulties I may face especially as I am new to this field of education" (Participant 3, an educator at School A).

This is supported by Participant 6, an educator at School B, who remarked in this way: "*You should be orientated by the schools management team and senior educators… when you have challenges they should create an avenue that you can approach them… they should help you find solutions and when you find solutions your teaching becomes better, your classroom management becomes better,*

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learning and teaching in the classroom improves… to me that's what the term means when it comes to professional development of educators."

"*Professional development to me similarly refers to development related to content itself, it may also relate to classroom management, it may also relate to how the teacher empowers himself, that is particularly with knowledge of the subject*", *remarked* Participant 2, an educator at School A.

"*… meaning the principal will have to ensure that the educators attend workshops that will help them be acquainted with the current education system, for example moving from NCS to CAPS… the educators will have to attend workshops… they become competent in delivering the required system of education*", *said* Participant 5, an educator at School B.

"*To me, it means that you are at a level of professionalism and then through study, through courses you actually enhance what you know ... the understanding of the subject matter, the understanding of the school environment,*" explained Participant 2, an educator at School D. This view is also supported by Participant 12, an educator at School D, when she said: *"To me, it means enriching oneself especially not stopping and stagnating at one place and every time, every year learn, go to new courses, get more information, get more innovative ways to teach the learners… every time something change you have to study and you have to know more than the learners, so that is for me professional development".* For Participant 8, an educator at School C, educators have to be developed holistically. This is evident in his statement: *The teacher must be developed in toto….he or she must excel academically and also he must assist in extramural activities within an institution.*

Participant 9, an educator at School C, alluded to the fact that an educator must first develop himself before he can be able to develop others.

On the issue of understanding educator professional development by educators, responses were given in line with what Avalos (2011:10) confirms as educators learning in order to transform what they gathered for the benefit of students' growth. The experienced educators conceive the concept of professional development to include knowledge of subject matter through study, courses and workshops. In terms

of inexperienced educators, as echoed by Participant 3, the following remark is noted *"to me professional development is to equip me more"* implying equipping themselves more for improving their classroom management skills for more innovative ways to teach. This is consistent with literature where Ono and Ferreira (2010:59) frame educator professional development as learning aimed at enhancing skills and knowledge to enable educators to carry out their professional duties appropriately. This finding also resonates with literature in terms of Bouchamma, Basque and Marcotte (2014:582) who refer to educator professional development to imply acquisition of professional skills, knowledge and attitude by educators to enrich student learning.

4.3.2 Responsibility for educator professional development
All the participants answered the question on whose responsibility is it to do educator professional development at schools.

4.3.2.1 Responses from Principals
It appears, from the responses of the principals, that educator professional development is the responsibility of various stakeholders in the school system. As an example in this regard, Participant 1 remarked: "*All of us are involved; educator development must be between educators, the educator and the peer, the educator and the SMT and educator and principal, anybody who is forming part of the educational system*". This view is corroborated by participants 4, 7 and 10 who state that the HODs, the deputy principals and the principals (SMT) are responsible for educator professional development. The most definitive statement in this regard comes from participant 4, who remarked: *"For post level one educator I would say the HOD, the Deputy and Principal are all responsible for educator professional development".* Additional views in this regard are also noted from Participants 1 and 7 who concur that educator professional development is also the responsibility of peers the educator has*.* As noted by participant 7: "*even peers are involved in professional development of other educators… so you need to involve all".* Participant 7 also highlighted the role of mentoring in professional development of educators with particular reference to the role of senior educators. For him, senior educators must also be afforded an opportunity to develop other educators.

For Participant 10, *the principal should take a leading role as the facilitator of professional development… as he is the one who is the encourager… he is the one who identifies the needs of the school*. As literature puts it, the role of the school principal is to encourage, nurture and support educator learning (Bredeson & Johansson, 2000:390). The participant further went on to mention that the principal is the driving force behind professional development of educators as he pointed out the following in relation principal's role: *"I suppose the principal is responsible for everything and anything that happens in the school as the accounting officer".* Within schools, the principal is in a unique position to influence the overall quality of educator professional learning (Bredeson & Johansson, 2000:386).

One differing view of Participant 4 involves the role that the SGB can play in educator professional development. In this regard, according to what happens at her school, educators on SGB posts can be funded through SETA (Sector Educational and Training Authority) which is applied for by the SGB. An individual SGB is responsible for paying back the money after development has taken place. She mentions that these educators are sent to Boston College for their developmental needs.

All principal respondents in this study revealed a similar understanding of whose responsibility it is to professionally develop educators. The commonly held notion of responsibility for this task involves the HODs, Deputies and Principals, according to all these participants. Participant 1, from school A, uttered "All of us are involved", implying that this kind of development must be between educators, the educator and the SMT, and between the educator and the principal. Participant 7, from school C, also added the role of peers in educator professional development. This finding is consistent with literature where Geel (2005:20) aver that professional development should involve all parties in an educational institution.

In addition to the above, Participant 4 – least experienced principal with 3 years' experience, from school B, confined educator development only to the SMT when she remarked in this way "*For post level one educator I would say the HOD, the Deputy and Principal are all responsible for educator professional development*". This utterance is consistent with literature as confirmed by Bubb and Earley (2007:4)

that the SMTs role is to identify the needs of educators relating to professional development. An addition from literature is hereby made by Swanepoel (2009:101) in his statement that the SMT must inculcate voluntary participation in professional development initiatives. I am also of the view that if the school's SMT is aware of the training and developmental needs of educators only then can relevant developmental programmes be designed, purchased, or outsourced , that have a bearing on professional development.

4.3.2.2 Educators' Responses

Educators initially gave different perspectives on their understanding of professional development but ultimately concurred with the view that educator professional development is the responsibility of someone higher in the rank, facilitators from the district office, the SGB outsourcing someone to do professional development and so on. The most experienced educators asserted that educator professional development is the responsibility of an educator himself or herself. This emerged from the following remarks:

"*I think the teachers themselves are responsible because they'll have to ensure that if there is a workshop to be attended they do attend*" (Participant 5, most experienced educator from School B).

Participant 2, the most experienced educator from school A, had this to say: "*May I say educators themselves too they are responsible in the sense that they must as curriculum changes year by year take up professional courses*". Participant 11, the most experienced educator from School D, corroborated what Participant 5 and 2 stated by responding in this manner: "*I think it starts with the educator to have the drive to better yourself*".

The above responses on educator professional development being the responsibility of educators themselves is substantiated by literature in Chapter 2 where Opfer and Pedder (2011:4) conceded that "*despite its importance of fostering high quality learning opportunities and school-level improvement, professional development is largely considered an individual educator's decision*". In the words of Steyn (2005a:15), the commitment by an educator to change is essential for the success of professional development initiatives.

In contrast, Participant 8, the most experienced educator from School C gave a different response:

"At school level… I won't say it's the principal but the head of department is the one who would be responsible for educator development".

In their continuation with answering the question on whose responsibility it is for professional development at school level, the most experienced educators concurred that the immediate senior, someone with more knowledge, the peer, the district, the department as well as the SGB can be responsible for educator professional development at school level. This is prevalent in the following assertions:

"*I think whoever's got more knowledge about my subject or whatever … I go to my HOD and ask please provide some in-service training and if she can't do it she must probably go to the department*" - Participate 11.

Participant 8 also mentions the HOD as well as the peer as part of DSG (Development Support Group) as responsible for educator professional development at school level. Participant 11 conceded that the role of peers should not be underestimated as their approach is practical and hands-on, even if it is informal; according to her, it is still professional development.

Participant 2 expressed the following remark: "… *but equally so there must be the department of education that liaise with the principals in order to make sure that educators have what it takes with regards to the curriculum of the school*". This view of regarding the department of education as responsible for educator development is held by most participants in this study as they mentioned the department when answering other questions other than this one. It is also corroborated by Principal 1 of School A.

In the words of Participant 5, the role of the SGB in educator professional development is evident in the following statement:

"*Sometimes the SGB can also provide some of the workshops that can help educators by employing outside or outsource some of the companies that can provide certain courses*". This view is also supported by the principal of School B,

Participant 4, who commented that in their school, educators on SGB posts are developed by outside organisations like Boston College.

Most novice (or least experienced) educators concur that educator professional development lies on the shoulders of the head of department, who is an educator's immediate senior in terms of line function. This became evident in the following utterances: " *it is the heads of department that are responsible for the educators in their departments for them to get developed, it is their responsibility to make sure that their educators know exactly what they are supposed to be teaching and how they are supposed to be teaching it*" - Participants 6; 12 and 9.

A contrasting view is held by Participant 3, an experienced educator at School A, who indicated: "*I think the role of the facilitator is very important because being a facilitator simply means you are a specialist in that department… facilitators from district level because they are the ones who do the workshop*"

For Participant 3, the district subject facilitators are directly involved in doing workshops for educators, so they are solely responsible for professional development of educators as they know the needs of educators with regard to specific areas of development.

The role that principals play in the educator professional development is not left unnoticed and will be discussed in detail under the role the principals play in educator professional development.

In terms of this study, the most experienced educators started by saying that educator professional development is the responsibility of an educator at school level. This is apparent in the following remarks, Participant 5 form school B, "*I think teachers themselves are responsible*"' Participant 2 from school A, uttered "*May I say educators too they are responsible*", and lastly, Participant 11 from school D, said "*I think it starts with the educator to have the drive to better yourself*". This finding is supported in literature where Opfer and Pedder (2011:4) mention that "*professional development is largely an individual educator's decision*". This is in line with the Department of Education (2000:13) where it envisages a competent educator to be a scholar, a researcher and a life-long learner. On the same note,

Steyn (2005a:15) purports that commitment by an educator to change is highly essential for the success of professional development activities. This is in concert with Department of Education (2008:4) where it states that CPTD's underlying principle is that educators will have a high degree of responsibility for their own professional development and the identification of their own professional development.

Also noted from the findings, from both experienced and inexperienced educators, is the view that professional development is the sole responsibility of heads of department. This is prevalent in the following utterances "*At school level I won't say it's the principal but the head of department*" – Participant 8 and 11, experienced educator; "*it is the heads of department that are responsible for the educators in their departments for them to get developed*" – collective utterance from inexperienced educators Participants 6, 9, 12 respectively. This finding resonates with literature in accordance with De Lima (2008:159) on his opinion that heads of department can influence "*quality of teaching and learning and educator development*". This author (2008:160) adds that educator professional development can be facilitated by heads of department through mentoring while Brown, Rutherford and Boyle (2000:243) affirm that whole school improvement lies on the shoulders of heads of departments. I also share the same sentiments that HODs as subject experts have the relevant and appropriate knowledge to disseminate to novice or least experienced educators at school level.

Experienced educators also mentioned the peers, the district, the department as well as the SGB as responsible for educator professional development.

Additional to the above findings Participant 3, from school A, cited the subject facilitators as responsible for educator professional development through his following remark "*I think the role of the facilitator is very important because being a facilitator simply means you are a specialist in that department*". He indicated that by mere conducting workshops for educators, subject facilitators are directly developing educators on areas identified. This is apparent in literature where Loucks-Horsley *et al.* (2010:73) emphasise that facilitators have to engage and set goals for educators for their own learning through professional development. The authors also add that

facilitators of educator development programmes should also know the actual teaching and learning settings in schools. Harlow (2014) confirms that facilitators who have profound knowledge of subject matter are better preferred because they can design educator development programmes that are able to effectively enhance educator learning.

4.3.3. Principal's role in educator professional development

Data gathered from the interviews elicited this strong theme, and all the participants in the study responded elaborately on this theme. In discussing this strong theme, I first identified the level of training on educator professional development that principals had undergone and the responses to this aspect only derived from principal participants. This is followed by perceptions and experiences of principals in their role of professional development. Furthermore, I briefly explored from educator participants the role played by their principals in their development as well as their experiences of their principals' role in such development.

4.3.3.1 Principals' Responses

On the question of receiving formal or informal training on the provision of educator professional development by the principals, various responses were provided. The majority of principals indicated that no training was ever done for them to conduct educator professional development. One of the principals remarked as follows: "*No we have never been trained to develop educators*" - Participant 1.

In so far as Participant 10 is concerned, the following comment was noted: "*I can't ever recall attending a specific course initiated by GDE where they said come to the course we are going to empower you to do professional development at your school*".

In line with the assertions above, Participant 4, from School B, added as follows:

"*… no not at all but what I did with my studies, the PhD, was pastoral education, there I learnt of things that I can use to train the educators… to develop them… I went on my own… but not from the Department*"

Contrary to the above views expressed by respective principal participants, Participant 7, from School C, remarked as follows: "*When I was doing ACE*

leadership and management is where we talked about issues of mentoring and induction of educators… it was initiated by the department". He continued to indicate that "*I know exactly what must be done when a person enters a profession*"

On the question of their perception of their role of educator professional development at their schools, the principal participants responded and indicated their involvement. One of the participants, Participant 4, had this to say: "*I would say it is quite a big role because the educators are looking up to you as a leader and it's your responsibility to develop them… if you see there is a problem with an educator, you have to develop that educator*".

This view was supported by another participant (Participant 7) who conceded that: "*The principal is in a position to know the vision and mission of the school so his or her role is to develop educators so that they deliver in accordance to the vision and mission… the educators rely more on the principal so the principal should not be divorced from the educators*".

Participant 1 explained that he is an active participant in educator professional development. He supported this by stating that when he convenes SMT meetings, he normally invites some post level 1 educators to familiarize them with issues discussed in SMT meetings. This he does to enable post level one educators to cascade down information to other educators in more formal meetings, according to him; he views this as actively developing educators to addressing issues in meetings.

Participant 10 perceives his role as very crucial as he insists that: "*I need to know my staff very well*". This implies knowing the needs of staff and recommending appropriate development courses that they should attend to enhance their efficiency in the teaching fraternity. He indicated a practical example of introduction of computers in his school. In this case he, together with SMT, ensured that all educators receive training on the usage of computers as needs of computer literacy have been identified by himself and his SMT. He indicated that he calls educators and informs them of relevant courses and also makes bookings for such courses for identified educators to attend.

With regard to the principals' experience of their role in educator professional development, the following remarks are worth noting:

"No they are growing, they are developing in the process, the HODs, the SMT, all of them can become the principals at any time"- Participant 1.

Participant 4 stated that she encourages them to study further and does not have a problem to grant them time off only if it is related to their development. This is further supported by Participant 10 who indicated that after identifying training needs of educators, he booked for relevant courses and motivated them to attend those courses. Reference in this regard is noticeable in his motivation of his educators to undertake computer courses to enhance their efficiency in teaching, and all educators are now computer literate as they integrate them in their daily teaching activities.

Participant 7 commented that he plays a role in connecting his educators with other educators in other schools who are delivering, as well as district facilitators so that they develop fast. This is what literature refers to as networking.

From the above, it is clear that no specific training was ever scheduled where principals were fully trained on developing educators professionally. It is only one respondent, Participant 7, who attended a formal qualification initiated by the Department on mentoring and induction. Participant 10 went on further to say that they (principals) have attended a GDE executive management course at Wits University Education Faculty, but it was for Maths and not educator professional development.

In terms of their perceptions and experiences of their role in educator professional development, principals of schools in this study, Participant 1, 4, 10, view their role in educator professional development as highly significant in that they identify educators' needs, refer educators to relevant courses, book such courses and encourage educators to attend, delegate educators, engage them in managerial activities and Participant 7, from school C, adds that his role involves networking for his educators with other schools where there is delivery. In the words of Payne and Wolfson (2000:13), the principal has a critical role to play in ensuring that educators

"*are prepared through appropriate professional development to bring about school reform and improved learning for all learners*". Additionally Steyn (2011:430) aver that for educator professional development to be effective, effective leadership and direct involvement of principals are required. Literature also supports the issue of networking. Networking among educators of different schools has the potential to widen the scope for educators to enhance opportunities for their involvement in problem-solving and to create exchange of knowledge (Pedder & Opfer, 2011:743). Chapman and Allen (2006:298) highlight that networking between schools needs to be negotiated to allow the identification of appropriate strategies for improvement.

4.3.3.2 Educators' Responses

Under this theme, I explored the perceptions of educators as well as their experiences of the principal's role in their professional development. Educators answered this question, and differing views were evident in the following remarks: "*In my current school truly speaking the principal is developing us across all aspects like now I was appointed as the assistant SSIP educator and also I was given a task of being a TLO that is professional development that was instilled in me by my Principal*" - Participant 8.

This is further supported by Participant 3 who said: "*I think he has played a major role… firstly, when I came here I was fresh from university so what he did is he arranged a couple of workshops for us to go and attend, secondly, he organised SSIP classes and said I must go and teach there just to familiarise myself with the content especially matric content a year before I took off matric*".

"*He sent me on a course on Monday and Tuesday for ABET and seminar… he stays to date with everything that's going on… motivates… he makes sure that he pulls in his educators*" - Participant 11.

Other responses that portrayed a positive role that principals play in educator professional development were from participants 12, 5 and 9. These participants had this to say: "*My principal has played different roles in… many different roles in my profession, as I am speaking now I am the secretary of the SGB so the principal motivated me to take part in school activities to develop myself*" - Participant 9.

Participant 5 stated that her principal ensures that they attend meetings and workshops related to their profession and requests them to write reports and provide minutes if they are from a meeting. On the other hand, Participant 12 stated that her principal wants them to further themselves and wants them to be the best, and this is further supported by the principal of School D, where Participant 12 is employed, through organising relevant workshops outside of the Department for them to be professionally developed.

On the contrary, Participant 6 and 2 had different views on the role their principals play in their development and this is clarified by the following remarks:

"The principal has not done anything in terms of my development as an educator, the people that have helped me develop in education it's my colleagues, it's my HOD and it's my peer educator… but in terms of my principal playing a role in my development I would say it's no" - Participant 6.

This is supported by Participant 2 who said:

"Ever since I came here I never highlighted a need for the principal to come and develop me …but all in all, one, we never had meetings that's our weakness, two, whenever we have we call them briefings … generally it could be anybody who has an item and if the principal also have an item we address it in that meeting then development is not that much forthcoming, that's what I can say".

In terms of their experiences of the role of principals in their professional development, various responses were given, and other participants could not directly and proficiently answer the question. For instance, Participant 5, from School B, preferred not to answer the question by stating: *"can I choose not to answer that question … I don't really want to take out my feelings".*

However, other participants agreed and stated that their principals have played an important role by always encouraging them to attend district, departmental workshops and give feedback on those workshops so that other educators can learn – Participant 5. Participant 8 mentioned the motivation that his principal always gives them and stated that as a result of that motivation, educators at his school are prospering and are highly skilled. He also mentioned the fact that his principal also

mentors other principals who might have problems with particular aspects of management. For Participant 3, an indication was made that the principal has done a lot to ensure that educators are professionally developed at their school by focusing not only on teaching and learning, but also on life issues and how they should behave in the education profession. Likewise, Participant 11 indicated that their principal usually keeps them informed about workshops and informs them of important dates for those workshops by seeking volunteers to attend as well as relevant educators.

Contrary, Participant 6 insisted that their principal has not played a role in developing educators at their school by stating the following: *"… as educators in this school we just find the way of doing things … it ends being your responsibility on how you do things … but in terms of her giving us strategies and tactics on how to handle matters in the school it's no".* An addition to this was made by Participant 2 who also indicated that at their school, they do not discuss issues that impact directly on curriculum, and in one meeting that they held, the focus was on identifying learners with barriers with no focus on professional development; he emphasised that the principal's role is very much minimal as matters are addressed only when the need arises.

Form the above finding on perceptions and experiences of educators, it is clear that both experienced and inexperienced educators from the schools under study perceive their principals as active and directly involved in their professional development – Participants 3, 5, 9, 11 and 12. Literature has it that principals have to inspire, motivate and appeal to educators (Santamaria & Santamaria, 2012:3), and ensure that effective professional development occurs at their schools (Steyn & van Niekerk, 2002:253) through their effective leadership (Bush, 2007:391).

A contrary perception is elicited by Participant 6 from school B in the following utterance: "*The principal has not done anything in terms of my development as an educator*". An addition to this is made by Participant 2, from school A, "*Ever since I came here I never highlighted a need for the principal to come and develop me*". This finding is inconsistent with literature where DuFour and Berkey (1995) cited in Bredeson and Johansson (2000:390) assert that principals help create conditions for

professional development so that schools can achieve their goals more effectively. On the same note, Bredeson and Johansson (2000:390) confirm the role of the principal as being to encourage, nurture and support educator learning. For these authors (2008:390), principals need to engage in practices that support educator professional development. So, in terms of these findings, the views of these Participants 6, from school B, and 2, from school A, greatly differ with the perceptions of their counterparts, Participants 5, from school B, and 3, from school A, in the same schools who perceive their principals as active in their professional development.

4.3.4 The role of IQMS in educator professional development

4.3.4.1 Educators' Responses
On IQMS, educators were asked about their understanding of the concept 'IQMS' and an explanation on how it fits in with professional development. Of the responses on the understanding of IQMS, mixed feelings were noted, and the following participants indicated their understanding as follows:

"IQMS to my understanding is to make sure to say evaluate yourself to check where you need to develop as a person" – Participant 3. Participant 5; 8 and 9 only gave the full meaning of abbreviation with Participant 5 and 9 indicating the following aims of IQMS:

"The aims of IQMS was to develop educators perform best in their profession and working hand in hand with their seniors, peers and their HODs … to find whatever problems the educator may encounter … with the ultimate aim of the educator being competent in their subject that they are teaching" – Participant 5. She added that the main aim of IQMS was to ensure that educators get developed to perform at their best level – this view is also shared by Participant 9.

Some educators' responses did not give their clear understanding of IQMS; rather, they started by stating its shortcomings and weaknesses. This is prevalent in the following remarks:

"To me IQMS does not work … the department hardly organises refreshing course or development course to such educators who are in need …. The same applies to

IQMS … educators have identified or indicated the need for development but on rare occasion do we see the service providers coming forward and making sure that those educators' needs are being addressed" – Participant 2. Participant 12, on the hand, stated that: *" … yes you get an increase if you have done your IQMS but to me it's filling in a bunch of forms that is not productive in anyway".* Participant 6 said: *"to me I view IQMS as a waste of time … nobody follows up on IQMS … I feel if as a school you are doing your own IQMS it can be fraudulent because nobody follows up on it at a departmental level".* For Participant 11, the following utterance was evident: *"I think it motivates, not only one percent … it motivates educators to think about their development".*

With regards to IQMS fitting in with professional development, the following participants had this to say: *"IQMS truly speaking it will be able to help me to attend workshops that can be organised by the department of education or the district"* – Participant 8. He added that by integrating or interacting with his seniors and peers, he learns a lot and problems identified are easily handled and solved through IQMS. For Participant 6, IQMS does fit in with educator professional development in that when an educator has identified challenges and needs training, the school does something about it like sending that educator to a senior educator or an expert and if the HOD does not have knowledge on how to develop that educator, advice is sought from other schools. Participant 3 concurred that IQMS fits in with professional development because it develops one; once self-evaluation is done, one knows where to do corrections and where one can improve.

Form the above finding, IQMS was viewed to have development as its main focus, and this is in accordance with Participants 3, 5, 11 and 9. These participants emphasised that IQMS was meant to develop educators to ensure they perform best in their profession. This assertion is consistent with literature where Tsotetsi and Mahlomaholo (2013:89) stated that IQMS was put in place to develop competencies of educators in South Africa. In addition, Naidu et. al. (2008:50) indicate one of the subsystems of IQMS, DAS as being to identify strengths and weaknesses the educators have and develop a suitable programme to address identified areas of development. However, research conducted by Mestry, Hendricks and Bischoff (2009:482) found that DAS procedures were not beneficial to educator professional

growth as participants indicated a misfit between their school educator development and the needs of educators.

Other Participants, 2, 12 and 6, mentioned the shortfalls of IQMS by stating that it does not work, it is a waste of time as nobody follows up on it. This finding concurs with the findings of research conducted by Queen-Mary and Mtapuri (2014:9) which found that officials in charge of IQMS at district offices do not do follow-up visits to ascertain the effectiveness of workshops in solving pertinent problems schools encounter.

With regards to IQMS fitting with educator professional development, Participants 8 and 6 agreed that it does fit with educator professional development through departmental workshops.

4.3.4.2 Principals' Responses
On the other hand, pertaining to IQMS, the study tried to find out from the principals their experiences of IQMS as part of educator professional development at their schools, their specific role in its implementation at their schools and their experiences of the role IQMS plays in the in such development. On the issue of their experiences of IQMS as part of educator professional development at their schools, the principal participants had mixed feelings, and this is reflected in the following utterances: *"… normally the educators don't take it seriously"* – Participant 4, from School B.

"I think in some cases it has helped to identify the shortcomings and the needs and so on in other cases it hasn't … it's just another process to do" – Participant 10, from School D.

IQMS is not properly done … we didn't get proper training as far as IQMS is concerned … so in short according to me IQMS is doomed to fail … the implementation of it is difficult – Participant 1, from School A.

"IQMS does not play great part in this … I think it play a very small part in educator development … it is not used in schools in a way that would benefit the school … IQMS is a friend picking up a friend to become a DSG … you find that the principal is very far because the immediate supervisor of educators is an HOD who might be

very close to an educator so nothing really happens on that score … IQMS is only a means of giving educators incentives even when they do not deserve" – Participant 7, from School C.

From the preceding utterances, it is clear that principals' experiences do not confirm IQMS as a tool that can help in educator professional development at their schools because of systemic problems that are attached to it as a developmental mechanism. Participant 7 also indicated that: "*… if it is revised and done in another way maybe it would be better but as it is now it has a very little role in educator development".*

The next aspect that covered only principals was their specific role in uniformly and effectively implementing IQMS at their schools. In accordance with ELRC (2003:14), the principal must make sure that IQMS is implemented at his or her school. The principal, inclusive of SMT and SDT, has to train educators and advocate IQMS at school level and also ensures that the moderation and evaluation of IQMS results are fair and consistent. Various responses were given, and these were illustrated in the following remarks:

I am encouraging IQMS at all times … why because I am part and parcel of it and since I am also an educator I am also supposed to be scored at one point so I am also an active participant … I am also one of the signatories to that, I attach my signature to all forms before they can be sent to the district office – Participant 1.

My role is to see that they do IQMS according to scores … I am checking that scores are fair … I make sure that everyone is happy with what is going on … normally I have the first meeting with the coordinator before anything is done and we take a management plan … we also try to budget if they don't get the district to develop them we check the school's budget and how we can accommodate them – Participant 4.

Participant 7 commented in this way: "*… you are part of the team … you are part of the people who draw timetables … your role also comes in when you have to moderate the scores and all that … so it is not a major part … in most cases your role is not that effective".*

I'm ultimately responsible to see that it is implemented … at my school I have an excellent facilitator who is the head of the department who runs this programme … a lot also depends on your HODs, your SMT, their role is crucial in this process … so my role is really to see that the process is done, that it's done properly, that it is submitted on time, that it's done as fairly as possible – Participant 10.

Under this theme, the last aspect that was explored was the principals' experience of the role of IQMS in the educator professional development. Different views came from the principals in relation to this aspect, and some did not quite exactly attempt to answer it correctly. Participant 1 indicated that IQMS is not happening as some educators choose their DSGs simply because they are doing the same subject. According to him, it is rare to find cases where the peer and the educator concerned assist each other for the sake of development. On the other hand, Participant 10 affirms that after needs have been identified, they referred them to the department, and the district met some needs through courses they have held. Though he stated referring identified needs to district, he agreed that IQMS is a method by which educators can be assisted to achieve their professional ends but not indicating how that can be achieved through IQMS. For Participant 7, IQMS does not play a role. He explained the SIP is developed and submitted to the district in January, however, by the time educators are called for workshops, it is in September and all have forgotten about the identified needs for training, and this does not serve the purpose it is intended for. He later agreed that when development needs are submitted to the district office, the district would make follow-ups with appropriate workshops.

In this study, I found that principals viewed IQMS as not efficient in attaining what it is intended for. This is prevalent in the following remarks "*normally the educators don't take it seriously*" – Participant 4 from school B; "*IQMS is not properly done … it is doomed to fail … the implementation of it is difficult*" – Participant 1 from school A and lastly, Participant 7 from school C stated that it plays a very small part in educator professional development. In a research conducted by Queen-Mary and Mtapuri (2014:2) it was found that educators were uneasy about IQMS and its implementation and also felt that it does not meet their developmental expectations.

In terms of the above, it is clear that principals view their roles differently and did not fully elaborate their role in the implementation of IQMS in accordance with the requirements of ELRC Resolution 8 of 2003. Cognisance is taken of principals who indicated their responsibilities as signing and submitting documents, who alluded to being part of the team, who consult with IQMS coordinator, and develop timetables for visits and follow management plan. Other roles and responsibilities as outlined in the Resolution have not been mentioned. This finding seems inconsistent with literature where ELRC (2003:14) state the roles and responsibilities of principals as encompassing, among other things, to ensure that all educators are provided with all relevant IQMS documentation; arrange workshops to clarify concerns pertaining to IQMS; train educators in IQMS processes, establish Staff Development Team (SDT) in a democratic manner; ensure that all documents are correct before submission to district office and lastly, ensure that evaluation results are moderated in a fair and consistent manner. It is clear in terms of this finding that confusion exists as to what exactly is the principal's role as elicited by principals in this study.

Emanating from these remarks is a clear indication that IQMS is not properly implemented in that no proper training has been received, and this becomes prevalent in the choice of DSGs, long durations between needs identified and the actual meeting of those identified needs e.g. workshops and the lack of monitoring of developmental activities. It is also clear that, according to some principals, the department cannot meet all the identified needs hence, through the SGBs, they opt for other service providers; the question arises as to the accreditation of these external providers and whether their training is relevant in terms of departmental requirements.

4.3.5 Factors promoting educator professional development

In this case, the responses from educators were first identified and were then followed by responses from the principals.

4.3.5.1 Educators' Responses

All participants answered this question but some had no clarity, and their responses were evident in the discussion below.

Participant 12 indicated that the principal, as a person, promotes professional development by motivating the educators to better themselves. According to Bernauer (2002:89), quality leadership is required for effective professional development of educators in schools.

For Participant 3, willingness to learn promotes professional development. He indicated that 60% to 65% of current educators in their school comprise young educators who are still hungry for better education and are eager to learn more. Participant 9 alluded to cooperation in his department. He said healthy relationships, respect, transparency and willingness of educators to be developed are the greatest assets promoting professional development in his school. On this note, Participant 5 corroborated good relationships at their school as a promoting factor to educator professional development because it enhances cooperation among educators and leads to challenges facing educators being dealt with amicably. Participant 11 supported this statement by stating that in their school, they are like a family, and one can go to anybody to request for help relating to professional development. In the words of Villegas-Reimers (2003:119), educator professional development thrives well where a culture of support exists. Participant 8 mentioned the availability of resources as promoting their high performance in grade 12 without indicating how they contribute to professional development of educators.

In sum, experienced and inexperienced educators cited a lot of factors promoting educator professional development. Participant 12 from school D, as the least experienced educator, indicated that the principal plays an important role in their development by motivating them to better themselves. This finding is consistent with literature where Bernauer (2002:89) aver that quality leadership is required for effective educator professional development in schools. Participant 3 and 9 stated that willingness of educators to learn promotes professional development. This finding resonates with literature in accordance with Van Eekelen, Vermunt and Boshuizen (2006:410) who purport the concept of 'will to learn' as implying "*a psychological state in which the learner has a desire to learn*".

Participants, 5, 9 and 11 cited good relationships, cooperation, respect and transparency as factors promoting professional development in their respective

schools, with Participant 11 from school D stating that they are like a family. In terms of literature, Villegas-Reimers (2003:119) affirms that educator professional development thrives well where a culture of support exists. The last factor mentioned by Participant 8 from school C was the availability of resources. This finding is inconsistent with literature with the study conducted by Hismanoglu and Hismanoglu (2010:27) which found funding to be a great challenge with regard to educator professional development.

4.3.5.2 Principals' Responses

Principals were asked which factors have been of assistance to them in their role of educator professional development. Various responses were elicited to this question although some were not clear and relevant, as evidenced in the following remarks:

I think the role of the SGB in providing the necessary means in the budget for assisting in professional development whether subject related or sports related – Participant 10.

This principal indicated the good relationship they have with the SGB which is willing and ready to help them in undertaking professional development activities. He commented: "… *you need to have money sometimes to send people to courses".* He further reiterated that funding played a very important part in enabling him to send two educators to an iPad Seminar in Johannesburg at a cost R2500.00 for each educator for two days. This, according to him, was made possible by the sponsorship his school received from Seven School of Excellence Peermont of which they are members. He explained: "*If I were to take it from the school it would be difficult because it's a lot of money".*

The other factor that Participant 10 indicated as being of assistance to him in educator professional development is educators' willingness. This is what he said: *I think the third thing that has been of assistance to us is that the educators are willing … many are very willing to do professional development.* This finding corroborates what Participant 3, the least experienced educator from School A, indicated at his school. The term 'will to learn', in the words of Van Eekelen, Vermunt and Boshuizen (2006:410) "*is taken to refer to a psychological state in which the learner has a*

desire to learn" and that "*appears to be a prerequisite for actual workplace learning to occur*".

The last contribution made by Participant 10 pertaining to assisting factors was the issue of informal professional development. For him, sitting in small groups and discussing issues relating to classes and teaching is very instrumental in helping other educators to develop professionally as they do not have to wait for the district or HODs to organise workshops or meetings for them. This is further substantiated by literature that "*development thrives where educators work in teams*" (Heystek *et al.* 2008:187). These authors (2008:187) add that teamwork "*forms the basis for self-development as it provides an opportunity for equals to share*" to improve their teaching.

For Participant 7, the issue of induction plays a role in assisting him in educator professional development. For him, induction is important because he has educators who are fresh from universities and who need to be taken through thoroughly so as to know exactly what the profession entails and which path to take in terms of their professional development.

Participant 7 also indicated the issue of motivation as prevalent in his school through the following comment: "A*t our school educators are highly motivated and are always positive. This supports professional development because if educators are motivated they are likely to engage in all activities that enhance their performance without any hindrances*".

The other factor worth noting, advanced by Participant 7, is the issue of collective ownership of the school. On this one, he had this to say: *"Ownership of the school is also very important … educators must feel that this is their school, they are not working for another person … once you have this it becomes easy for educators to buy into any programme that you want to introduce"*. The implication here is that when educators are involved in all aspects of the school, they feel part of the overall institution and are less likely to resist whatever development programme the principal introduces.

Participant 1 cited his openness and equal treatment to all staff members but did not clearly elaborate how these attributes contribute to educator professional development. On the other hand, Participant 4 conceded that she has a very positive staff component who always agrees to implement things she comes with, especially on development, even if they have to stay until late after official working hours.

From the above finding, it is clear that principals mentioned a variety of factors as promoting professional development. Amongst which, good relationships with the SGB, funding, educators' willingness, induction, motivation, openness and equal treatment for all staff members. It is evident, in the words of Heystek et. al. (2008:187) that "*development thrives where educators work in teams*". These authors believe that teamwork offers an opportunity for educators to share information in order to improve their teaching. The other issue mentioned by one principal was the issue of informal professional development happening at his school. Literature supports this finding, as alluded to by Garet (2001:922) that educators who share the same group of students are in a better position to engage with their needs thus in this way professional development helps to effect changes over a period of time.

4.3.6 Factors hindering educator professional development

On the factors that hinder educator professional development, all the participants responded and also educators' response will be the first to be considered, and this will be followed by the responses from the principal participants.

4.3.6.1 Educators' Responses

Lack of communication hinders development because there is communication breakdown among the educators – Participant 8. In the light of this statement, it is clear that when no proper communication exists between educators in a school clearly, no teamwork would be apparent and as a result, no development would be possible. In terms of communication, Participant 9 spoke specifically on short notices as hindrances to effective professional development at his school. According to him, most educators do not attend developmental meetings, courses or workshops if they are told in a short notice, even if the development activities are highly relevant to address areas of needs identified.

Participant 8 highlighted favouritism that happens at his school as an impediment to professional development. He had this to say: "*favouritism is destroying the morale of educators as other educators are favoured over the others*". Emanating from this remark is a clear indication that those who are favoured will be sent to many workshops or courses for capacity development, and they will be the first ones to be consulted in an event of any developmental activities available.

For Participant 11, distance to developmental activities bears a major hindrance in that most developmental workshops are held in Johannesburg, and it becomes inconvenient and strenuous to attend such activities frequently. The issue of long distances affects the attendance and prompt arrival of educators as some are held in the afternoon and after work, and attendance to such activities, at times, becomes problematic.

The issue of subject allocation evidently proves to be also an impediment towards educator professional development at School B, according to Participant 6. She conceded that lack of consultation during subject allocation results in low morale as educators are piled with subjects that they did not specialise in, let alone have interest in. This is what the participant had to say: *"… we don't choose subjects we teach … we are not asked which subjects you excel in … you are just piled with subject you don't like … I teach Arts and Culture that I didn't major in … that to me hinders development … you are put in a situation that frustrates you … it does not make you comfortable and that hinders development".* This basically indicates a dysfunctional school structure. According to Steyn and Van Niekerk (2005:139), the concept of school structure implies opportunities granted to educators to make decisions pertaining to classroom activities and school wide practices. From the latter exposition, it becomes clear that no one will ever be willing to go an extra mile in requesting any professional development in subjects that are imposed upon him or her. When educators are frustrated with subjects they do not have knowledge and interest in, they are unlikely to develop further, and this really hinders willingness for professional development.

Another factor worth noting in terms of hindrances to professional development is resistance to change, according to Participant 3, the least experienced educator from

School A, regarding this, he commented as follows: "… *if you are resisting change it means you are not going to learn things especially our older colleagues, so to speak … they don't want to … they resist change so those are things that can hinder our development professionally".* Reference in this regard was made by the participant with regard to the utilisation and integration of technology in classrooms and in planning in all subjects. He quoted the following statement uttered by the MEC of education: *"…an educator can never replace technology but technology can replace an educator".* Thus, according to him, if educators are reluctant to integrate technology in their methods, they are unlikely to develop professionally.

Additionally, Participant 12 spoke specifically of negative attitudes in educators that also hinder a quest for professional development. This is evident in his following remark: "*if you are negative in your mind you do not want to better yourself and I think it's really … it's one of the problems for educators nowadays".* He reiterated that negative attitude demotivates educators not to take any professional development initiatives thus resulting in poor or sub-standard performances in their careers.

Lastly, on the side of the educators' responses, Participant 2 cited lack of meetings as a hindrance to professional development at his school. He insisted that they did not hold formal meetings instead, they held what they called '*pep-talk'.* He added he does not remember discussing issues related to curriculum in a meeting and according to him, lack of departmental meetings delays the progress of the school with regard to professional development.

With regards to this finding, educators cited a variety of factors as impediments to educator professional development. Amongst these factors are: lack of communication – Participant 8 from school C; short notices – Participant 9 form school C; favouritism that happens at his school – Participant 8 from school C; distances to developmental activities – Participant 11 from school D; the issue of subject allocation – Participant 6 from school B; resistance to change – Participant 3 from school A; negative attitudes in educators – Participant 12 from school D and lastly, lack of meetings – Participant 2 from school A. The above factors denote the culture and structure inherent in the participants' schools. Yu et. al. (2000:371) coin

culture to refer to "*shared norms, beliefs and assumptions*" that affect members' practices and decisions while on the other hand Steyn and Van Niekerk (2005:139) refer to school structure as opportunities granted to educators with regard to decision making relating to their classroom and school-wide practices.

4.3.6.2 Principals' Responses

Form the principals' responses on barriers or hindrances to their role of educator professional development, the following remarks are evident:

Participant 10 cited the issue of finances as a barrier in his role of educator professional development. This is illustrated in his following remark:

I think finance is often a barrier if there are some wonderful courses … so the finances are not always available. Steyn (2005a:23) is of the opinion that necessary funding plays a role in planning continuing professional development. In terms of this remark, it is evident that even if the principal has identified a particular professional development programme for his educators, he cannot easily send all of the educators who have identified a developmental need in a particular aspect because finance can be an impediment to his developmental role. Clearly, if funding is not properly distributed then intended professional development initiatives can be thwarted.

Participant 7 stated that lack of resources hinder his professional development role as he cannot do anything without provision of relevant resources. The unavailability of resources is the largest barrier to the full application of professional development in the classroom (Buczynski & Hansen, 2010:605).

Another factor stated by Participant 10 as a barrier is time constraints. According to him, educators at his school are extremely pressured by hard work as they have to do marking of exercises, scripts, cycle tests, and assignments and so on, and these limit the time available for other activities. He also mentioned lack of time available for extra mural activities educators are engaged in. Collinson (2001:267) asserts that educators should be involved in determining the appropriate time for professional development. In the words of the participant, one cannot expect an educator to do courses every single day of the week as there is no time. This is further supported by

Participant 7 who raised time factor as a disadvantage in his role of educator professional development. He also cited a very tight schedule that educators have in his school that does not warrant full access to other developmental activities that happen after school.

Participant 7 also mentioned the issue of class visits as they are only done under IQMS and are not effective, according to him. If given an opportunity, he would be conducting them to satisfy himself about various developmental activities or programmes required by all his staff members.

Participant 4 cited negative attitudes among staff members when she arrived at that school but indicated she overcame them. Lastly, Participant 1 indicated that there are no barriers at his school that hinder him from conducting professional development of educators.

Principal participants in this study advanced various factors as hindrances to effective professional development. Participant 10 from school D cited the issue of finances as a barrier to professional development through the following utterance "*I think finance is often a barrier if there are some wonderful courses … so the finances are not always available*". This finding resonates with literature in terms of Hismanoglu and Hismanoglu (2010:27) whose research revealed funding as a great challenge if actualising educator professional development. Steyn (2005a:23) also aver that funding plays a major role in planning continuous professional development. Participant 7 from school C mentioned the issue of resources as hindrances to educator professional development. This finding is consistent with literature in term of Buczynski and Hansen (2010:605) who affirm unavailability of resources as the largest barrier to the full application of professional development in the classroom. The participants also indicated the issue of class visits as hindrances as they are done only under IQMS and are not that effective. On the other hand, Participant 4 from school B mentioned negative attitudes among staff members as an impediment to educator professional development.

4.4 SUMMARY

In terms of the empirical findings, educator professional development was conceived by all participants as an initiative aimed at enhancing performance of educators through development of their skills. The implication here was on equipping educators to perform better and improve their classroom management skills. Professional development is also understood as a strategy employed to enable educators to do their jobs better with a view of improving learner performance.

Pertaining to the issue of responsibility for educator professional development, it was found that various stakeholders are engaged in professional development. This implies that the educator, himself or herself, must have a drive to develop for improved performance in class given the pace of educational developments taking place. The role played by the principals, deputy principals, HODs as well as peers, in terms of IQMS, were brought to surface with most of experienced educators regarding HODs – as immediate seniors, as being the first level, in terms of line function, officials to their development.

The other theme that emerged was the principal's role in educator professional development. Principals indicated their direct involvement as being identifying educators' training needs, recommending relevant developmental programmes, referring educators to relevant courses, sourcing funds to ensure success of professional development, networking with other schools whose educators are performing exceptionally well, and so on. Educator participants differed on the role their principals play with the majority indicating that their principals play a significant role in their professional development. Mention was made of principals being hands-on in terms of referring educators to developmental activities by requiring feedback from the attendees. On the other hand, a few educator participants refuted the involvement of principals in their professional development by stating that in their schools, peers and HODs are solely responsible for their development.

IQMS as a developmental tool also emerged as a theme and the majority of the participants indicated its inability to address development as envisaged. The choice of DSGs, class visits, follow-up by the district officials were mentioned as factors

contributing to its ineffectiveness. Principals indicated its difficulty for implementation that renders it useless. On the other hand, educator participants viewed it as a waste of time. They indicated that identified developmental needs take long before being attended to thus rendering it ineffective.

A variety of factors were highlighted as promoting professional development. Principal's active involvement was raised by some educators as contributing to educator professional development. Willingness to learn by educators was cited as a driving force behind the existence and sustenance of professional development. Other factors, as mentioned by educators, included good relationships among colleagues, cooperation, and respect as promoting a desire for professional development. Principals, on the other hand, cited induction, equal treatment of educators, motivation, and good relationship with the SGB as promoting educator professional development.

Lastly, on the factors hindering professional development, the following are worth noting: lack of communication, short notices to developmental meetings or workshops, subject allocation, distances to workshop venues, and favouritism prevalent in some schools were factors raised by educators. Principals mentioned the issue of finances, resources, class visits as well as negative attitudes among educators as factors hindering educator professional development.

In this chapter, the analysis and interpretation of the findings of the empirical study were presented. Data that emerged from the interviews gave rise to themes that formed part of the analysis. In answering some research questions, themes were used to provide a clear picture of the responses of the participants so that an indication could be made of the role the principals play in the professional development of their educators at their schools. Other research sub-questions were answered by literature review as outlined in chapter 2. The next chapter presents the summary, recommendations and conclusions.

CHAPTER 5

**SUMMARY OF FINDINGS, RECOMMENDATIONS,
LIMITATIONS AND CONCLUSIONS**

5.1 INTRODUCTION

The preceding chapter highlighted the analysis and interpretation of the findings gathered through the empirical study. In that chapter, findings were discussed from themes that emanated from the data gathered. In this chapter, the summary and conclusions derived from the findings of the study are presented in an attempt to answer the main research question: "*What role do principal play in educator professional development in secondary school in Gauteng Province?* I further outlined the recommendations for practice and for further research as well as the limitations the study has. Lastly a final conclusion of the whole study is given.

5.2 OVERVIEW OF CHAPTERS

Chapter one provided the general background and orientation to the study encapsulating the problems statement, the rationale and significance of the study as well as the research questions. The concept of educator professional development was conceptualised, and this was followed by the exposition of the theoretical framework which underpinned the study. Furthermore, the research design and methodology elucidated the paradigmatic orientation, research approach, research design, data collection process, sampling, data analysis as well as the trustworthiness of the study. Ethical considerations of the study concluded this chapter.

Chapter two contextualised the concept of educator professional development through a review of relevant literature. In this review, factors affecting the educator professional development were explicated. Additional to this was the exposition of various ways in which educator professional development could be done. Furthermore, the role of the principal in educator professional development was examined from both local and international context.

In Chapter three, the research design and methodology utilised in the study were discussed in detail. In this chapter an indication was made of how data were

collected, who the participants were, what research approach was utilised, which data analysis strategy the study used, what research paradigm was used as well as the quality criteria and ethical standards.

Chapter four presented a detailed analysis of data and the interpretation of empirical data. This chapter commenced by clarifying the demographic profiles of schools as well as that of participants. This was followed by a discussion of research findings which was done through themes that emanated from data.

Chapter five, as the final chapter, presents the summary of research findings, makes recommendations, presents the limitations the study has and lastly, draws conclusions for this study.

5.3 SUMMARY OF THE RESEARCH FINDINGS

This section presents findings in terms of the main question, namely: "What role do principals play in educator professional development in secondary schools in Gauteng Province"? I present the summary of the findings in terms of the following secondary questions of this study:

1.   What is the principals' and educators' understanding of and conception of responsibility for educator professional development?

2.   What are the secondary schools principals' perceptions and experiences regarding their role in educator professional development?

3.   What are the perceptions and experiences of educators regarding their principals' role in their professional development?

4.   How does IQMS influence or fit in with educator professional development?

5.   Which factors promote or hinder educator professional development?

Research Question 1

What is the principals' and educators' understanding of and conception of responsibility for educator professional development?

This question is two-fold in that it sought to clarify the research participants', namely educators and principals, understanding of the concept of educator professional development whilst on the other hand sought to elicit their conception of whose responsibility is it to conduct professional development at school level. Firstly, the understanding of the concept will be elucidated then the responsibility for educator professional development will be outlined in line with reviewed literature and empirical data integrating human capital theory.

All the participants in this study articulated an adequate understanding of the concept of educator professional development. A common and uniform understanding posited by principals was that professional development is development of skills through an educator's career life with a view of empowering and capacitating an educator to perform his or her duties better. This view also surfaced on the educators who conceptualised professional development as the development of skills with the intention to equip educators more and arm them with skills for more innovative ways to teach. Literature substantiates this finding through Day and Sachs (2004:3) who frame professional development as "activities educators engage in during the course of their careers which are designed to enhance their work. In the words of Avalos (2011:10), professional development is about educators learning for "the benefits of student growth" and this is further explicated by Bouchamma, Basque and Marcotte (2014:582) that professional development is a comprehensive initiative geared at enhancing educators' and principals' performance to have a positive impact on students.

The above finding is in line with human capital theory which, in the words of Van Loo and Rocco (2004:99) implies investment in skills and knowledge. In term of this theory, as postulated by Martin, McNally and Kay (2013:211), greater performance levels are likely to be obtained by individuals and groups who possess greater level of knowledge, skills and other competencies. Van Loo and Rocco (2004:99) add that organisations (schools in this study) cannot remain competitive if their workforce is

not constantly increasing its skills and knowledge base. As put by Olaniyan and Okemakinde (2008:479) "human capital theory emphasizes how education increases the productivity and efficiency of workers".

The theory links directly with the interview questions the participants answered. With regards to the understanding of educator professional development, it is clear that participants indicated achievement of greater performance outcome due to development that educators receive, and this is one of the tenets of human capital theory. In terms of this theory, skills learned enhance job productivity and leads to higher earnings. This was indicated by participants that professional development enables or prepares individuals to take higher positions, and this implies higher earnings.

The theory also states that without constant update of skills, organisations cannot remain competitive. This assertion is substantiated by the participants of the study that through appropriate professional development initiatives, their schools perform better than other schools, as their Grade 12 results bear testimony to their performance. Principal participants indicated identifying needs of educators, referring them to relevant courses, motivating them to enrol for higher degrees, and so on, and all these initiatives point to the principals' role in ensuring that their staff members remain competitive and are prepared for higher positions within the education fraternity.

Human capital theory underpins investment in lifelong learning to enable people to retrain and find employment with skills needed by modern economies .This is also apparent in the responses of the participant that professional development promotes lifelong learning with a view to improve performance of educators and contribute positively to student learning. The theory encourages efforts individuals should take to ensure that they meet job market requirements with requisites skills, and this can only be achieved through appropriate professional development.

In terms of understanding who is responsible for educator professional development, all participants in the study gave a comprehensive knowledge of responsibility for professional development. It was found that principals participants highlighted professional development to be the responsibility of all involved in education.

Literature substantiates this finding where Geel (2005:20) emphasize that professional development should involve all parties in an educational institution. On the other hand, one principal participant indicated only the SMT to be responsible for educator professional development. This finding is supported in literature by Bubb and Earley (2007:4) who cite the SMT's responsibility as being to identify and address the needs of educators relating to professional development. One of the findings reflected the principal as the sole person to conduct educator professional development. According to Bredeson and Johansson (2000:386), the principal's role includes encouraging, nurturing and supporting educator professional learning by virtue of his unique position in a school.

For educators, one view cited educators themselves as responsible for their own professional development. In literature, Opfer and Pedder (2011:4) aver that professional development is largely dependent on the individual educator's decision, while Steyn (2005a:15) emphasize commitment to change by an educator as instrumental to professional development initiatives. On this note, Olaniyan and Okemakinde (2008: 478) stress that human capital theory promotes investment people must make in themselves through education to enhance their performance at work. This is reflected in educators' drive to enrol for further studies with a view of being more competent in their work.

The other finding worth noting is that educator professional development is the responsibility of the HOD. This was echoed by both educators and principals in this study. Literature affirms this finding in terms of De Lima (2008:159) when he states that heads of department are responsible for influencing the quality of teaching and learning as well educator development. The author (2008:160) also adds that educator professional development can be facilitated by heads of department through mentoring. On the same wavelength, Brown, Rutherford and Boyle (2000:243) posit that whole school improvement lies on the shoulders of heads of departments.

In this study, one other finding, as cited by one of the inexperienced educator, was that educator professional development is the responsibility of subject facilitators. This finding resonates with literature as put by Loucks-Horsley *et al.* (2010:73) that

facilitators have to engage and set goals for educators for their own learning through professional development.

Research Question 2

What are the secondary school principals' perception and experiences regarding their role in educator professional development?

The purpose of this question was to elicit, from principals how do they perceive their role in terms of developing their educators and what role they played in the regard. The study found that principals play a very crucial role in educator professional development. This is prevalent in their role of ensuring that educators realise and accomplish the vision and mission of the school, their training needs are identified and addressed through referrals to relevant courses and workshops. Heystek *et al.* (2008:180) are of the opinion that workshops are essential in providing hands-on experience to novice and inexperienced educators.

One principal indicated that he introduced the usage of computers by all educators at his school and this has a very significant impact as educators are now able to research on a wide variety of fields of study thus enriching their knowledge base. In the words of DuFour and Berkey (1995:1), the best way for principals to facilitate meaningful change in a school is by creating conditions that promote growth and development of educators within their schools.

What also surfaced from the analysis of data in this regard was the issue of motivation for further studies. It surfaced that principals are also responsible for motivating educators to enrol for courses that would enhance their performance at school level. One principal indicated that she grants time-off to educators who are improving their qualifications to ensure that they complete those qualifications. This aspect is also supported by a study by Berl (2005:7) who is of the opinion that principals have to motivate educators to improve their work culture. One principal indicated that he sits down with his educators and advises them to register even for honours degrees in subjects they are teaching as a way of motivating them.

The issue of networking also emerged from the findings. One principal indicated that he connects his educators to other educators in other schools who have a good

reputation of delivering or producing high grade 12 results. This supports Reitzug's (2002:3) assertion that networks are "a crew of personnel from different schools that interact with the purpose of sharing good practices". Pedder and Opfer (2011:743) purport that networking among educators enables problem solving and leads to exchange of knowledge which, according to me, is an essential aspect of educator professional development. By doing this, the principal ensures that professional development of his educators is provided by peers from other schools thus yielding results of better performance for learners at his school. Networks have been found to have numerous positive effects on educator professional development (Pernel & Firestone, 1996:47). Villegas-Reimers (2003:80) affirms that networks promote professional development as educators, individually or in groups, are brought together to address issues they experience in their workplace.

According to research findings, stability at school has been noted as an overarching responsibility of the principal. It is accordingly indicated that stable schools are likely to identify their weaknesses and devise strategies to overcome those weaknesses. It was also implied that in unstable schools, no time is made available to engage in professional matters as more energy is always directed at bringing stability at school. The other implication is that in an unstable school, relations among staff members are not healthy, and there is no atmosphere of collegiality and cooperation; this affects the school environment necessary for promoting educator professional development. Literature has it that, as put by Steyn (2011:430), for educator professional development to be effective, effective leadership and direct involvement of the principal are crucial.

Research Question 3

What are the perceptions and experiences of educators regarding their principal's role in their development?

This study found that most of experienced and inexperienced educators view their principals as active and involved in their development. Bush (2007:391) state that principals have to promote educator development through effective leadership and this is also echoed by Santamaria and Santamaria (2012:3) that principals have to inspire, motivate and appeal to educators. Some educators indicated that their

principals develop them on a wide variety of aspects, they sent them to courses and seminars, they motivate them to be involved in various activities of the schools, including committees and meetings. On the same note, one participant indicated that his principal wants them to further themselves to be the best in the district. DuFour and Berkey (1995) cited in Bredeson and Johansson (2000:389) are of the opinion that principals must help create conditions for professional development for the achievement of school goals. Additionally, Bredeson and Johansson (2000:390) affirm the principal's role as being to encourage, nurture and support educators learning. It was also found that some educators do not view their principals as instrumental in their development, those educators, instead, attribute their professional development to their peers and HODs.

Research Question 4

How does IQMS influence or fit in with educator professional development?

It has been revealed by this study that educators do comprehend what IQMS is and the role it was designed to play. Most educators indicated that IQMS is helpful when training needs have been identified and a follow-up training is done through workshops organised and run by the department or district offices. Other participants said IQMS solved some of their problems through affording them opportunities to interact with seniors and peers. It was also found that sending educators to senior educators and subject experts, in cases where the HOD is unable to help, really assisted educators. Another finding was that after self-evaluation was done, one knows where to do corrections and also where to improve. One educator also said that IQMS motivates educators to think about their development. This finding correlates with literature where Tsotetsi and Mahlomaholo (2013:89) state that IQMS was put in place to develop competencies of educators in South Africa. This is qualified by Naidu et.al. (2008:50) that IQMS, through on of its subsystem – DAS, was meant to identify strengths and weaknesses of educators and devise a developmental programme where weaknesses exist. So in short some educators felt that it does fit in with educator professional development.

The study also revealed that IQMS does not work, it is a waste of time and has some flaws as no one makes a follow-up on its implementation. In one study conducted by

Mestry, Hendricks and Bischoff (2009:482) it was shown that educators perceived IQMS to be a misfit between the identified needs for development and their school educator development in that it does not address what it is supposed to address. Thus it is fair to say its implementation varies from school to school.

Principals, on the other hand, perceived IQMS as not developmental as purported to be. The participants indicated the difficulty in implementing it as, even, in the choice of DSGs educators pick their friends without due cognisance of development. One principal stated that IQMS is a means of giving educators incentives even when they do not deserve. Queen-Mary and Mtapuri (2014:2), in their research conducted in Mpumalanga (one province in South Africa), discovered that educators were uneasy with IQMS and its implementation. Their study also revealed that IQMS does not meet the educators' developmental expectations. This is also substantiated by this study, which revealed that principals view IQMS as not playing the role it is meant to. One principal highlighted that SIPs are done and submitted in January and workshops are only conducted in September so the majority of educators have already forgotten, by then, about the developmental needs identified – so in this way IQMS does not play a role it is intended to play.

Research Question 5

Which factors promote of hinder educator professional development?

In terms of literature reviewed, quality leadership is a requirement for effective professional development in schools (Bernauer, 2002:89). This statement coincides with the finding from this study where some educators indicated the active participation and involvement of their principals in their development as one of the factors promoting professional development in their schools. They cited the motivation their principals give as driving them to have a desire to learn more for the betterment of their performance in their classes. Another factor revealed by this study was the issue of willingness of educators to participate in professional development. This finding resonates with literature in terms of Van Eekelen, Vermunt and Boshuizen (2006:410) who affirm that this "psychological state of having a desire to learn" is a precondition for "actual workplace learning to occur".

Educators also cited cooperation among staff members and good relationships at work as promoting a quest for professional development. Literature has it that professional development thrives well where there is a culture of support by colleagues (Villegas-Reimers, 2003:119). They also mentioned the availability of resources in their schools as a factor enhancing professional development. This finding is contrary to literature in terms of Hismanoglu and Hismanoglu (2010:27) where they stated funding to be a great challenge in realising effective professional development in schools.

This study also found that the SGBs do participate in promoting educator professional development through budgeting, as cited by one principal. Reference in this regard is made on paying and transporting educators to workshops, seminars and training offered in remote areas. In terms of section 20 of SASA, the SGB must promote the best interest of the school by promoting quality education for all learners (Xaba, 2004:313). Quality education, according to the researcher, implies educators who are adequately developed to meet the current educational changes through professional development.

Another issue worth noting for promoting educator professional development, as revealed by this study, is the issue of informal professional development. One principal indicated that when educators, in his school, sit in small groups and discuss salient issues relating to their work, they ultimately and always learn from such activities and this indirectly leads to professional development. Literature denotes this as collective participation, which according to Garet et. al. (2001:922) implies a kind of development meant for educators from the same school. In their research (2001:922, these authors found that when educators work together they are able to share problems, skills and also discuss concepts emanating from their development experiences. Birman *et al.* (2000:30) add that professional development thrives where educators from the same school share the same curriculum materials, course offerings and assessment requirements.

Other factors considered under this question were those regarded as hindering educator professional development in schools. The research findings hereunder expounded various factors that hinder educator professional development in schools

where this study was conducted. Amongst the factors noted is lack of communication. Some educators felt that communication in their schools is not that effective and results in important matters not adequately attended to as is evidenced in short notices given to them to attend very important workshops whilst committed to other curriculum related activities. Literature highlights school leadership as crucial in promoting educators' professional learning (Mkhwanazi & Portin, 2012:188). In the words of Steyn (2005a:16) "leadership provides an orderly and nurturing environment that supports educators and stimulate their efforts". In terms of Steyn's model (2005), transformational leadership has been declared an appropriate leadership style associated with effective professional development. Heaney (2004:43) aver that transformational leadership emphasize communication which is characterised as being motivational and supportive in nature as it promotes teamwork.

The issue of favouritism emerged as a hindrance in the findings. Some participants felt that other educators are favoured over others and as a result, information is not evenly distributed as favourites are the ones to receive information informally before it is disseminated to others in meetings. This finding in literature is equated to school structure. In terms of Steyn and Van Niekerk (2005:139) school structure implies opportunities the school gives to educators to make decisions affecting their classroom and their school-wide practises. Yu *et al.* (2000:371) highlight school structure to encompass a "preference for shared and distributed leadership. I am also of the opinion that to curb favouritism in schools, the school structure has to be accommodative of other people's contributions as effective communication is a cornerstone of successful educator professional development. In short, when channels of communication are opened, in accordance with distributed leadership model, then can educators feel recognised and acknowledge their participation as worthwhile to the well-being of schools

The other factor cited as a hindrance was the issue of long distance to professional development courses. Participants highlighted long distance courses as a major obstacle towards their development. They indicated that workshops that are held far from their workplaces and are conducted after working hours frustrate them as they miss them or arrive late when most of the content has been dealt with, if they are for

subjects. Work pressures coupled with distance have been indicated as hindrances for them to attend such developmental activities.

It was discovered from one participant that subject allocation poses a threat to effective educator professional development at her school. An indication was made that no due consideration is made to consult educators on subject allocation, and subjects are just imposed on them. This issue is regarded by the participants as demotivating on the side of educators because it is unlikely for them to develop love in those subjects, so they will be unwilling to request development in such subjects.

The findings also suggest that resistance to change is an impediment to educator professional development. As curriculum changes, equally so, there is a need to update knowledge and skills, and educators who resist change are likely not to have a desire to further develop professionally and as a result, become redundant. Literature cites educator resistance as a barrier to effective professional development in schools (Lynch & Ferguson, 2010:210)

From the findings, negative attitudes among educators were also cited as barriers to effective educator professional development at schools.

It has been made evident from the participants that finance is a major obstacle to educator professional development. Schools cannot afford to send educators to relevant courses due to limited funding as the department, through districts, takes time to develop educators appropriately. Schools that do not have sponsors or donors find it difficult to send educators to developmental courses despite their relevance and appropriateness for effective curriculum delivery. Hismanoglu and Hismanoglu (2010:27) also highlight the issue of funding as impacting on the success of educator professional initiatives.

Data analysis also revealed time constraints as a barrier to development of educators. Due to workloads, educators cannot afford to attend after-work developmental activities as a result of limited time. In terms of literature, this finding is documented in Lessing and De Witt (2007:54) who indicate that most professional development activities are carried out after hours, during weekends or school holidays which is not appropriate time for educators to attend such developmental

activities. A recommendation, with regards to this finding, is given by Smith (2003:211) that educator professional development initiatives need to be allocated sufficient time during normal working day.

The last aspect discovered from participants was the issue of class visits. One principal indicated that class visits are conducted only during IQMS, so he does not have a true reflection of activities taking place in classes. By this, the principal meant that if he were allowed to conduct class visits randomly, he could be in a position to properly identify training needs of educators and recommend relevant development in accordance with the needs identified.

5.4 RECOMMENDATIONS

In the light of the above-mentioned findings, numerous recommendations are made with regard to the role of the principal in educator professional development.

5.4.1 Correct implementation of policy and legislation related to PD

First and foremost, principals should take and enact their role of educator professional development seriously as espoused in all relevant and applicable legislation. If legislative prescriptions are implemented to the latter, then compliance will yield better results in terms of the principals' role and of the educators' performance. If all principals implement the mandatory obligations of Resolution 8 of 2003 uniformly, then IQMS, as a developmental tool, will become a powerful and useful means of improving education practice and education in general in South Africa. It has been revealed by research that some principals could neither confirm nor describe their role in SDTs, thus indicating a measure of their ignorance in ensuring that the process of professional development unfolds properly in their schools.

If principals are directly involved in the development of educators, relevant programmes will be recommended by them to address identified developmental needs of educators. It is safe also to say that principals will be in a position to develop programmes that are tailor-made to address any challenges experienced by educators, if they are completely involved in the process.

The research also revealed lack of policy mediation by principals as there is no mention of this in their responses. It is only when principals are engaged that the identification of knowledge and assimilation of applicable departmental policies by educators can be brought to the fore. It is essential, therefore, to recommend that principals mediate applicable policies in their meetings as a way of developing their educators about the legislation governing their employment, which will, in turn, enable educators to know exactly what is expected of them.

5.4.2 The exploration of new ways of conducting PD

Secondly, I recommend principals to explore new ways of educator professional development. As indicated in literature, workshops, seminars, meetings, and so on are out-dated ways of professional development. Various ways of developing educators abound, and current educators need to be exposed to these new methods to inculcate motivation amongst them to participate in developmental activities.

5.4.3 Improved monitoring of PD

Thirdly, monitoring of professional development activities in schools needs to be enhanced. Follow-up feedback meetings need to be organised to divulge information gained in those activities; in this way, educators are taught responsibility with regard to implementation of information received in those developmental activities. Principals should hold other managers, namely, HODs and deputies accountable for monitoring and managing the implementation of developmental activities carried out by district offices. Records of developmental activities should be maintained and kept to avoid unnecessary duplication of attendance.

5.4.4 Skills audits as a means of ensuring effective subject allocation

Fourthly, principals should conduct skills audits before allocating subjects to educators. This study revealed subject allocation as a barrier to professional development as subjects are imposed on educators. A skills audit exercise, in this regard, is essential as it reveals the strengths of educators in relation to content knowledge as well as subject specialisation and will ensure that educators get appropriate subject allocation.

5.4.5 Timeous action on PD by provincial departments

Lastly, the Department of Education needs to ensure that identified needs for development are addressed timeously with relevant courses when developing district improvement plans. Reference is made here to ensuring that relevant development programmes are offered to educators in relation to identified needs. District offices should outsource in areas where they lack capacity to speed up the development process because this study found a large gap between identified needs and the time during which they are being addressed. Performance Management Units at district offices should establish a database on training to indicate development areas addressed and those outstanding. To evaluate the effectiveness of development initiatives, a timeous follow-up must be made by district offices to monitor implementation of development offered. In this way, the district offices will be able to assess and identify the relevance, strengths and weaknesses of their development efforts.

In concluding the recommendations for practice, I recommend principals to enrol for short developmental or refresher courses or formal postgraduate qualifications if the department takes longer to develop them. The study revealed that no proper training was received by principal to conduct educator professional development at their schools thus, it is incumbent on them as well to develop themselves accordingly in line human capital theory.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The recommendations which follow are made for further research:

- The study can be expanded to include a greater number of schools, both primary and secondary, in the Gauteng province, in order to gather generalizable data on the principals' role in educator professional development in this province.

- The study should also be expanded to focus on the perceptions and experiences of HODs and deputy principals on their own role as well as their

perception and experiences of the role played by principals in their professional development.

- This study could also be expanded into other provinces in order to improve the understanding of the role of the principal in educator professional development across the country.

5.6 LIMITATIONS OF THE STUDY

De Vos *et al.* (2010:118) contend that "potential limitations are often numerous even in the most carefully planned research, and it is important that they be listed". The study was limited in terms of the scope of participants. It was restricted to four secondary schools in two neighbouring education districts of Sedibeng East and Sedibeng West of Gauteng Department of Education. As the research only focused on these two districts, generalizability of the findings as such, may not necessarily represent the secondary schools in the province.

Primary schools were also not involved in this research thus, inferences on the role of the principal in educator professional development from the data gathered were likely to be inappropriate. The intention of this study was not to generalise, but to understand the role principals play in educator professional development from the perspectives of the participants.

Another limiting factor was the participation of other educators on different post levels i.e. heads of departments and deputy principals, and this led to results obtained not being a true reflection of the responses on the role of the principals in educator professional development as it also affects the management.

Data collected for this study could have been enriched by involving other data analysis strategies like document analysis. In my view, this could have helped in validating the accuracy of this research because this could have elicited evidence of proper professional development by interrogating also the content of professional development programmes used. The methods, frequency, resources used in educator professional development could have also surfaced, and this would have

served to indicate the strength or weakness of professional development role by principals.

The study is further constrained in terms of fear of personal identification. This, despite the fact that I made it clear from the beginning with regards to anonymity of participants, resulted in partially or totally inaccurate responses.

Lastly, the interpersonal relationship issues between principals and participants seemed to have played a role in the participants' responses. This was evident in some participants' responses, especially in determining the principal's role in their professional development. Some participants seemed uncomfortable with regards to responding to the principal's role in their professional development despite confidentiality promulgation by the researcher.

5.7 CONCLUSION

The role of the principal in educator professional development in secondary schools in Gauteng province was the focus of this research study. The research was aimed at investigating the perceptions and experiences of principals with regard to their role in educator professional development in their schools. It also aimed at determining the perceptions and experiences of educators with regard to the role their principals play in their professional development in their respective schools. Furthermore, it aimed at eliciting factors promoting or hindering principals in discharging their professional development responsibilities.

Due to the nature of enquiry applied to this study, a qualitative research approach was used with interpretive research paradigm as its suitable framework. A case study research design was deemed appropriate for this study, as in accordance with Creswell (2012:465), there was a need for an in-depth exploration of the role principals play in educator professional development, as well as an investigation (Yin (2008:18) of educators experiences of the role their principals play in their development. This study centred around four secondary schools in Gauteng Province and the type of case study deemed relevant was multisite case study. In the words of Stake (1995), as cited in Creswell (2012:465), the essence of using this multisite case study was to enable the researcher to describe and compare multiple

cases in order to provide insight into an issue. Lastly, with regard to data collection, semi-structured interviews were used and participants were selected purposively on the basis of their experience relating to the research question.

In terms of literature reviewed, it was indicated that the majority of South African educators "need to strengthen their subject knowledge-base, pedagogical content knowledge and teaching skills" (DoE, 2006:17) and, as put by Holland (2008:16), the crucial role played by principals in educator professional development cannot be left unnoticed. This is substantiated b Payne and Wolfson (2000:13) in their assertion that the principal plays an important role in ensuring that educators are appropriately developed professionally to improve learning for all learners in a school. In terms of DoE (1998:10), the duties and responsibilities of principals, as espoused in the Employment of Educators Act, Act 76 of 1998, are outlined as to provide leadership in a school; to supervise, guide and offer professional advice to educators; to develop staff training programmes and to participate in agreed educator appraisal processes. From the latter statement it is clear, in accordance with the researcher, that educator professional development is embedded in the responsibilities of a principal and identified developmental needs of educators have to be addressed through appropriate developmental programmes approved by the principal. It was also made clear that the principal has to be engaged in all matters relating to development of educators in a school.

Empirical data of this study revealed a uniform comprehension of the concept of educator professional development among the participants. The commonly held understanding of professional development is that it implies acquisition of skills and knowledge through an educator's career life with the sole purpose of performing better in schools. This study also revealed a common conception with regard to responsibility for educator professional development. The participants ultimately agreed that educator professional development is the responsibility of all stakeholders involved in education, namely, educators, peers, HODs, deputies as well as principals themselves. This finding is supported in literature by Geel (2005:20) who echoes the same sentiment the educator professional development should involve all parties in an educational institution.

Another aspect uncovered by this study was that principals do play an active role in educator professional development and this was evident in responses by the majority of educator participants as well as principals who perceived themselves as instrumental in such development.

IQMS as a developmental tool was viewed by the majority of participants as a waste of time. Principals cited difficulty in implementing it as they do not have control over it due to the existence of DSGs and its inability to afford them an opportunity to do class visits. A sentiment echoed in support of the latter exposition, as cited by participants, was that there is no follow-up in implementing it from the departmental level and as such it can be fraudulent. IQMS was viewed as an incentive not developmental by other participants. A contrary view was exposed by other participants who felt that IQMS works because identified needs are addressed through training organised by the department and district offices. Other participants alluded to development offered by DSGs.

The study also revealed factors promoting as well as those hindering educator professional development as discussed in the presentation of findings in Chapter4.

Form the findings of this study, numerous recommendations are made which will have an impact on future practice as well as on further research. Lastly, the limitations of this study were outlined.

In summation, it can be deduced that for quality teaching and learning to occur in schools, educators have to be proficiently developed to meet the challenges imposed by continuous change. This therefore calls for active involvement of principals in ensuring that educators are equipped with relevant skills sought in the 21st century. Coupled with this is the adherence to human capital theory which promulgates investment in education and training for productivity and competency at work. To attain the latter, principals have to create the environment conducive to professional learning in schools with a sole view of enhancing learner performance through appropriately developed and competent educator workforce.

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ANNEXURE A – PERMISSION LETTER: SGB

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

_____2015

Mr./Mrs. _____

SGB Chairperson

_____

Dear Sir/Madam,

PARTICIPATION IN RESEARCH STUDY ON THE CONTRIBUTION OF VARIOUS ROLE-PLAYERS TO PROFESSIONAL DEVELOPMENT AT SCHOOL LEVEL IN GAUTENG SCHOOLS

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education leadership.

The title of my approved research study is "The role of the principal in educator professional development." The purpose of the study is to explore the experiences and perceptions of principals and educators of the role played by principals in the professional development of educators. It is therefore my great honour and privilege to be able to invite your school to become a voluntary participant in this research project.

Please allow me the opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project by conducting a 45 to 60 minute interview with school principals and with educators. These interviews will in no way interfere with the school activities.

Please understand that the decision to allow your school and specifically the principal of your school and a small number of educators to participate is entirely voluntary and that, once you have indicated your willingness to participate, permission for your participation will also be secured from the Gauteng Department of Education. Please also be assured that the information obtained during the research study will be treated confidentially, with not even the Department of Education having access to the raw data obtained from the interviews. At no time will either your school, the principal or any of the educators be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations. I give you my assurance that at no time will I be directly involved in observing, questioning or purposefully interacting with the learners at your school for either research or personal reasons.

This research study presents a unique opportunity for you and your school to get involved in the process of research aimed at exploring ways and means of improving the situation in South African schools. If you decide to participate in this research study, kindly indicate this by completing the consent form at the end of this letter.

Thanking you in anticipation.

Yours in service of education,

Edward More   E. Eberlein

Student Researcher   Supervisor - MEd Leadership

University of Pretoria   University of Pretoria

tebohomore@yahoo.com   eric.eberleine@up.ac.za

(073) 581 2462   (012) 420 3331

LETTER of CONSENT

INSTITUTION

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED

"The role of the principal in educator professional development."

I, _____ , the chairperson or person duly authorised by the chairperson of the SGB of _____(name of school) hereby voluntarily and willingly agree to allow this school and specifically the principal and educators of this school to participate as individuals in the above-mentioned study introduced and explained to me by TE More, currently a student enrolled for an MEd Leadership degree at the University of Pretoria.

I further declare that I understand the aim, scope, purpose, possible consequences, benefits and methods of collecting information as they were explained to me by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information she collects.

_____   _____

  Full name – SBG Chairperson   Signature

_____

Date

School Stamp

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

_____ 2015

Mr./Mrs. _____

The Principal

_____

Dear Sir/Madam,

PARTICIPATION IN RESEARCH STUDY ON THE CONTRIBUTION OF VARIOUS ROLE-PLAYERS TO PROFESSIONAL DEVELOPMENT AT SCHOOL LEVEL IN GAUTENG SCHOOLS

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education leadership.

The title of my approved research study is "The role of the principal in educator professional development." The purpose of the study is to explore the experiences and perceptions of principals and educators of the role played by principals in the professional development of educators. It is therefore my great honour and privilege to be able to invite you to become a voluntary participant in this research project.

Please allow me the opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project by conducting a 45 to 60 minute interview with school principals and with educators. These interviews will in no way interfere with the school activities.

Please understand that the decision to participate in this research project as a principal is entirely voluntary and that, once you have indicated your willingness to participate, permission for your participation will also be secured from the Gauteng Department of Education as well as from your school's SGB. Please also be assured that the information obtained during the research study will be treated confidentially, with not even the Department of Education having access to the raw data obtained from the interviews. At no time will either you as an individual or your school or any of the educators at your school be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations.

This research study presents a unique opportunity for you to get involved in the process of research aimed at exploring ways and means of improving the situation in South African schools. If you decide to participate in this research study, kindly indicate this by completing the consent form at the end of this letter.

Thanking you in anticipation.

Yours in service of education,

Edward More   E. Eberlein

Student Researcher   Supervisor - MEd Leadership

University of Pretoria   University of Pretoria

tebohomore@yahoo.com   eric.eberleine@up.ac.za

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LETTER of CONSENT

INDIVIDUAL PARTICIPANT - PRINCIPAL

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED

"The role of the principal in educator professional development."

I, _____, hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by TE More, currently a student enrolled for an MEd Leadership degree at the University of Pretoria.

I further declare that I understand the aim, scope, purpose, possible consequences, benefits and methods of collecting information as they were explained to me by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information she collects.

_____   _____

  Full name – Principal as participant   Signature

_____

Date

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

_____2015

Mr./Mrs. _____

_____

Dear Sir/Madam,

PARTICIPATION IN RESEARCH STUDY ON THE CONTRIBUTION OF VARIOUS ROLE-PLAYERS TO PROFESSIONAL DEVELOPMENT AT SCHOOL LEVEL IN GAUTENG SCHOOLS

I am currently enrolled for a Master's degree in Education Leadership at the University of Pretoria. Part of the requirements for the awarding of this degree is the successful completion of a significant research project in the field of education leadership.

The title of my approved research study is "The role of the principal in educator professional development." The purpose of the study is to explore the experiences and perceptions of principals and educators of the role played by principals in the professional development of educators. It is therefore my great honour and privilege to be able to invite you to become a voluntary participant in this research project.

Please allow me the opportunity to explain the scope and responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project by conducting a 45 to 60 minute interview with school principals and with educators. These interviews will in no way interfere with the school activities.

Please understand that the decision to participate in this research project as an educator is entirely voluntary and that, once you have indicated your willingness to participate, permission for your participation will also be secured from the Gauteng Department of Education as well as from your school's SGB. Please also be assured that the information obtained during the research study will be treated confidentially, with not even the Department of Education having access to the raw data obtained from the interviews. At no time will either you as an individual or your school or the principal

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of your school be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations.

This research study presents a unique opportunity for you to get involved in the process of research aimed at exploring ways and means of improving the situation in South African schools. If you decide to participate in this research study, kindly indicate this by completing the consent form at the end of this letter.

Thanking you in anticipation.

Yours in service of education,

Edward More   E. Eberlein
Student Researcher   Supervisor - MEd Leadership
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LETTER of CONSENT

INDIVIDUAL PARTICIPANT - EDUCATOR

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED
"The role of the principal in educator professional development."

I, _____, hereby voluntarily and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by TE More, currently a student enrolled for an MEd Leadership degree at the University of Pretoria.

I further declare that I understand the aim, scope, purpose, possible consequences, benefits and methods of collecting information as they were explained to me by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information she collects.

_____   _____
 Full name – Educator as participant   Signature

_____
Date

ANNEXURE D – INTERVIEW PROTOCOL: PRINCIPAL

PRINCIPAL INTERVIEW PROTOCOL

SECTION C: SEMI-STRUCTURED INTERVIEW PROTOCOL

1. What do you understand the concept educator professional development to mean?

2. Who would you say is responsible for educator professional development at school level?

3. Have you as the principal ever received any formal or informal training with regard to the provision of educator professional development? If so, please explain the extent and nature of the training.

3. What is your perception of your role in the professional development of educators in your school?

4. What has been your experience of your role in the professional development of educators in your school?

5. What is your experience of IQMS as part of educator professional development at your school?

6. What is your specific role in the implementation of IQMS at your school?

7. What has been your experience of the role of IQMS in the professional development of educators?

8. Which factors would you say have been of assistance to you in your role in the professional development of educators?

9. Which factors would you say have acted as barriers or hindrances to you in your role of the professional development of educators?

10. What single factor could you name as either the greatest asset or the greatest barrier to you in your role in the professional development of the educators at your school?

ANNEXURE E – INTERVIEW PROTOCOL: EDUCATORS
EDUCATORS INTERVIEW PROTOCOL

SECTION B: SEMI-STRUCTURED INTERVIEW PROTOCOL

1. What do you understand the concept educator professional development to mean?

2. Who would you say is responsible for educator professional development at school level?

3. What is your understanding of IQMS? How does it fit in with professional development? Explain briefly.

4. What role has your principal played in your professional development? Give a brief explanation.

5. What has been your experience of the principal's role in educator professional development at this school?

6. Generally speaking, how, when and by whom is educator professional development carried out in your school? Give a few examples.

7. Explain what factors you think promote and/or hinder educator professional development at your school.

ANNEXURE F – CERTIFICATE OF EDITING

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200

Professional EDITORS Group

To whom it may concern:

This document certifies that the dissertation whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

Title:

The role of the principal in educator professional development

Author:

Teboho Edward More

Date Edited:

07 October 2016

Signed:

Rose Khanyisile Masha

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Bachelor of Library and Information Science, Hons (English Language Teaching), HDE, MA (Hypermedia in Lang. Learning), PhD (Education)

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

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GDE RESEARCH APPROVAL LETTER

Date:	17 July 2014
Validity of Research Approval:	17 July 2014 to 3 October 2014
Name of Researcher:	More T.E.
Address of Researcher:	P.O. Box 2639
	Vereeniging
	1930
Telephone Number:	073 581 2462
Email address:	tebohomore@yahoo.com
Research Topic:	What role do principals play in the professional development of educators in secondary schools in Gauteng Province?
Number and type of schools:	FOUR Secondary Schools
District/s/HO	Sedibeng East and Sedibeng West

Re: Approval in Respect of Request to Conduct Research

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

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

2014/07/18

1

Making education a societal priority

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