The management of professional development of teachers in secondary schools

by

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- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
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- Data storage requirements.

DECLARATION OF ORIGINALITY

I, Dominique Carmen Botha, declare that **The management of professional development of teachers in secondary schools** which has been submitted in accordance with the requirements for the *Magister Educationis* degree at University of Pretoria is my own original work and has not previously been submitted in any form for any degree or diploma to any tertiary institution. Where the work of others has been used, sources have been identified and acknowledged by means of concise and complete in-text references and in the list of references.

Signature: ………………………………….

Name: ………………………………..

Date: ………………………………….

DEDICATION

I dedicate this work to the following people:

- Firstly, to my late grandmother and best friend, Carmen dos Santos, who is always in my thoughts. Every action I take in life is guided by the advice you left with me.

- Secondly, to my parents, Domingos and Desirée dos Santos. Although you are not academics, your constant willingness to be a pillar of support and springboard for my verbal diarrhoea is highly appreciated and is never taken for granted.

- Thirdly, to my sister, Anzalia Santos. Your faith in me and my achievements has been a driving force which has motivated me to continually strive to achieve the best in life.

- Next, to my children, Nadia and Enzzo Botha. Although you are too young to understand, you are both the main contributors to all my endeavours. Your youthful perspective and approach to life gives me joy and the belief that anything is achievable, regardless of obstacles.

- Last, but not least, to my husband, Hannes Botha. Thank you for encouraging me to undertake this study which occupied time away from you and the children. Your constant reminder of the importance of this study and its management as a contributor to my own professional development has always helped me in terms of perspective. You are my constant coach and motivator and without you this study would not have been possible.

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ABSTRACT

Professional development has proved to be a key aspect in maintaining standards of teaching and learning; it is also needed to address change and development in the education system. However, there seems to be some oversight in terms of the need for professional development within the school system. This study aimed at investigating how school management teams manage the professional development of teachers in schools in the Ekurhuleni District in the Gauteng Province. Five secondary schools within the district were involved in the study. A total of fifteen participants were purposively selected to participate in the study. A head of department, a teacher and either the deputy principal or another educator who was involved in the professional development of teachers from each of the five schools were selected for the study. Data collection methods included semi-structured interviews and document analysis. During the semi-structured interviews the researcher was able to obtain rich data related to the experiences of participants regarding professional development and its management. The data obtained from the semi-structured interviews was compared with findings from the document analysis to enhance the trustworthiness of the research findings. The findings of the study reflect a lack of formal professional development in the school context. The reason for inadequate or no professional development of teachers stems from multiple factors, such as a lack of understanding of the concept of professional development; the lack of clear guidelines; and a lack of various resources needed to implement professional development as well as the management of the professional development process. This study recommends that collaboration between all stakeholders should be undertaken to compile specific management guidelines and practices which may be implemented in schools to encourage and support the professional development of teachers.

KEY WORDS: Professional development; POLC management; South African Council of Educators; Continuous Professional Teacher Development; school management teams; informal development.

ABBREVIATIONS AND ACRONYMS

ACE   - Advanced Certificate in Education: School Leadership

CPD   - Continuous Professional Development

CPTD - Continuous Professional Teacher Development

DoE   - Department of Education

ELRC - Education Labour Relations Council

HIV   - Human Immuno-Deficiency Virus

HoD   - Head of Department

IQMS - Integrated Quality Management System

PAM   - Personnel Administration Measures

PDP   - Professional Development Plan

PGCE - Postgraduate Certificate in Education

POLC - Henri Fayol's Management Theory: Planning, Organising, Leading and Control

RSA   - Republic of South Africa

SACE - South African Council of Educators

SADTU - South African Democratic Teachers Union

SAOU -   Suid-Afrikaanse Onderwysunie

SMT   -   School Management Team

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

This study explores how the professional development of teachers within secondary schools is managed. The management practices and processes within each school system is researched and the effects of the management of professional development is uncovered.

1.1 Background

The South African Council for Educators (SACE) Continuous Professional Teacher Development (CPTD) handbook highlights the need for teachers to develop their knowledge and skills throughout their careers. The skills and knowledge gained through the professional development of teachers needs constant updating to meet the demands of educational changes (SACE, 2013). Continuous Professional Development (CPD) is a tool for training professionals to deal with educational reforms by providing them with the necessary change management tools (Mestry, 2017). Within the education context CPTD has shown merit in transforming teaching, learning and leading as well as in the management of the education system (Meijer, Kuijpers, Boei, Vrieling & Geijsel 2016). Research in the relevant available literature suggests that quality teachers and leaders have a direct impact on successful performance outcomes (Steyn, 2011). Therefore, if teachers undertake professional development activities to increase their knowledge and skills, the performance of their learners is likely to improve because of the enhanced ability of the teachers in applying the relevant pedagogy.

Steyn (2009) maintains that the quality of classroom teaching is directly influenced by the quality of the teacher themselves. The National Policy Framework for Teacher Education and Development in South Africa, Government Gazette No 29832 (RSA, 2007), states that it is the responsibility of both the national and provincial departments to provide an effective environment for professional development to take place. The National Policy Framework for Teacher Education and Development in South Africa stresses the importance of strong leadership and good management within schools in terms of the professional development of teachers. The professional development

activities mentioned in the Framework must be directly related to the classroom activities and responsibilities of educators (RSA, 2007).

According to Åhman, Gunnarsson and Edfors (2015), professional development is a complex term to define; it is often composed of different interactions - from informal exchanges to networking activities. However, it is a single identified composition that includes external and personal interaction as identifying factors of professional development; it is not a true indication of what professional development is, it simply identifies characteristics or contributing factors. In the study by Opfer and Pedder (2011) there is evidence that educators experience challenges in making changes and implementing improved practice in their classrooms due to the absence or lack of effective management within the school environment. They further indicate that educators reported that there was an absence of commitment to the practice of professional development from a management and a leadership perspective.

1.2 Problem Statement

SACE provides document templates for the Professional Development Plan (PDP) and gives the requirements of the point system that encourages teachers to be involved and participate in professional development activities. However, there is no clear directive on the management processes and practices in a school with regard to professional development. De Villiers and Pretorius (2011) believe that although the management of the professional development of teachers is a shared and distributed duty amongst school management team members, policies do not provide guidance on how this role and its associated tasks should be performed in schools.

There is evidence in the literature of some management skills; for instance, motivation and leadership which either promote or hinder professional development (Meijer *et al.,* 2016; Appova & Arbaugh, 2017; Steyn, 2009). Meijer *et al.* (2016) are of the opinion that intentional action, as a management tool, needs to be taken in order to identify and use the knowledge, expertise and opinions of others for effective professional development to take place. Appova and Arbaugh (2017) note widespread superficial criticism of the management of professional development practices which is focused predominantly on the quantitative rather than the qualitative; the practices and

opportunities afforded emphasise accountability and meeting the requirements set out by the statutory bodies.

What seems to be lacking in these studies and in the South African-related literature is the knowledge of how professional development is managed at school level. Knowledge of how professional development is managed in schools is important because the successful implementation of professional development practices could have a direct impact on the quality of teaching and learning in schools which, in turn, could have an impact on learner performance outcomes.

1.3 Statement of Purpose

The purpose of this study was to investigate the management of the professional development of teachers in selected secondary schools.

1.3.1 Research Objectives

The objectives of the study are as follows

- *To gain an understanding of how the concept of professional development is understood by SMT members and teachers. By exploring the role played by SMT members an indication of how teachers react to and understand professional development can be gained.*
- *To understand the management of professional development in schools and how the management is undertaken through the theoretical framework of planning, organising, leadership and control.*
- *To identify factors which contribute to the successful management of professional development as well as highlight the factors which inhibit the management of professional development*

The study explored the management of professional teacher development by school management team members. The researcher examined how schools manage professional teacher development and identified challenges that school management teams face in implementing professional development practices and the SACE CPTD system. The researcher also explored the planning, organising, leading and controlling of professional teacher development in terms of Fayol's management theory. It was also intended that the challenges experienced by school management team (SMT)

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members during the management process of professional teacher development should be identified.

1.4 Rationale

The researcher is currently involved in post-graduate medical education, examination and accreditation. She has been extensively involved in professional development and especially continuous professional development (CPD) within the medical profession. The regulation of practice based on meeting a prerequisite CPD point system is important in maintaining a high standard of medical practice in the country. Failure to meet the required annual CPD points could result in remediation and possible removal from the professional registry (HPCSA, 2014). Apart from working in the medical field, the researcher is also interested in education management and, more particularly, in the professional development of educators.

According to The National Policy Framework for Teacher Education and Development in South Africa (RSA, 2007), SACE is expected to monitor the professional development of teachers using the SACE CPTD management system. The framework further indicates that the management of professional development should be a collaborative effort between education departments, districts, school management teams and unions. Although an electronic management system, which is not fully adhered to, has been introduced by SACE with regard to CPTD, the practice of the management of professional development in South African schools does not appear to be regulated or standardised. In their research Geldenhuys and Oosthuizen (2015) identified multiple sources which all highlight the challenges experienced in the policy and management of professional development in schools. They further suggest that professional development is more successful when teachers are involved in the management of their own professional development. This finding highlights the gap that exists in terms of the practice or management system in schools which could lead to successful professional development. Without specific policy implementation there is lack of knowledge about how professional development is being managed in schools. Therefore, this study was driven by the lack of information and knowledge concerning how SMT members should and do manage professional development in their schools.

1.5 Research Questions

The following research questions were formulated to guide the investigation into the management of professional development in schools.

1.5.1 Main Question

The main question which directly reflects the focus of the study was: *How do school management teams (SMTs) manage the professional development of teachers?*

1.5.2 Sub-questions

Sub-questions that support and inform the main question were the following:

- *How do SMT members view the concept of professional development and what role do they play in the management in the professional development of teachers?*
- *How do SMT members manage the professional development of teachers in terms of planning, organising, leading and controlling?*
- *What factors support or challenge the management of professional development?*

1.6 Significance

The main intention of this study was to contribute to the existing body of knowledge concerning professional development policy implementation and the conceptualisation of professional development by SMT members. The challenges experienced by relevant stakeholders in the management of professional teacher development were identified. A further intention was to initiate a conversation on strategies that could be used to improve the system. In this report recommendations are made from the findings of the study on the management of professional teacher development in schools. Factors that challenge management practice are highlighted so that other SMT members may be aware of them and attempt to circumvent these challenges within their school's context.

1.7 Conceptual Framework

For this study the researcher chose and made use of a planning, organising, leading and controlling (POLC) management framework. The fundamental notion of the principles of management was developed by Henri Fayol (Pryor & Taneja, 2010).

Fayol is credited with the original planning-organising-leading-controlling framework (P-O-L-C) which still functions as a dominant management framework. The POLC framework has been categorised according to its four major functions, namely: planning, organising, leading and controlling – as illustrated in the figure given below.
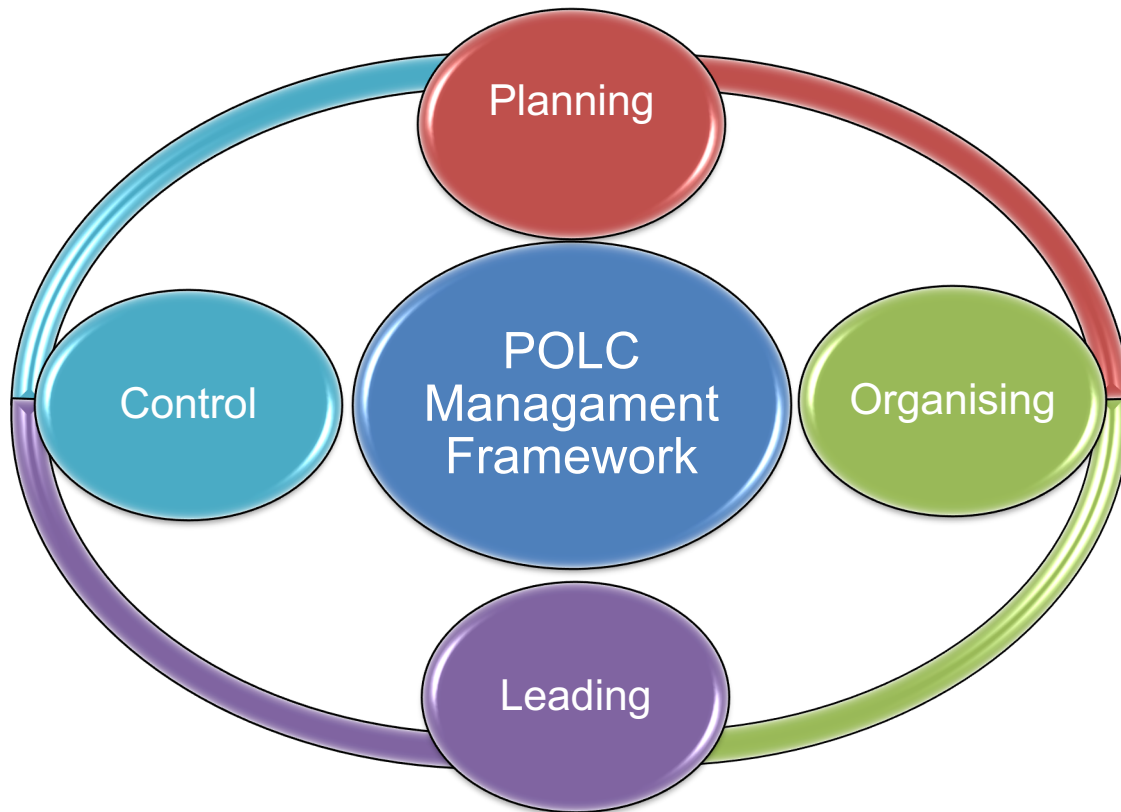
Figure 1.1: Henri Fayol's POLC Management Framework

McLean (2011) explains planning as an action of attempting to analyse future events and planning for them accordingly. The planning function of the framework involves the setting of objectives and planning methods in attaining the objectives (McLean, 2011). In the planning process members of SMTs and the teachers will be able to identify objectives with regard to the professional development of educators. This process will include how to achieve identified objectives and by when. The teachers and SMT members are expected to identify areas for development and formulate a plan for addressing the identified needs.

According to McLean (2011), Fayol greatly valued the structure of an organisation and its impact on activities. Organisation is the process of putting in place a structure or process which includes allocated resources (McLean, 2011). SMTs are able to

organise professional development activities by providing the necessary physical, human and financial resources. The organising process aims at attaining the objectives set out in the planning phase. The structures and the procedures to be used during the developmental process should be communicated to all the involved stakeholders.

Manjunath (2010) define the concept of leadership and leading as the function of directing and co-ordinating people towards a common goal. Leadership includes many functions, such as motivation, supervision and influence. Bush and Glover (2014) define leadership as a process of influence, leading to the achievement of desired outcomes. Successful educational leaders develop a vision for their schools based on their own values, both professional and personal. At any and all opportunities they articulate their vision and influence their staff members and all other stakeholders to share it; all activities and functions within the school are geared towards the attainment of this vision (Bush & Glover, 2014). Leadership can also be defined as an interaction between two or more members of a group where a situation or incident is structured or restructured in its entirety, including - but not limited to - the perceptions and expectations of the members (Murray & Chua, 2015). Principals and other SMT members are able to motivate teachers in their professional development and lead them to success. Within the leadership phase, how a leader communicates and influences stakeholders in terms of professional development in their school will directly affect the attainment of the objectives set out in the planning process.

Pryor and Taneja (2010) maintain that Fayol was able to identify the importance of control in assessing whether or not things were happening in the way they were meant to occur. The control function reflects on the prior functions of planning, organising and leadership in order to assess the success of the process. Controlling professional development processes is important in determining whether or not they are having the desired effect in achieving the objectives. It also allows for reflection and feedback which, from evidence in the literature, seems to be an important aspect that teachers require when undertaking professional development tasks. By controlling professional development SMT members and teachers will be able to identify further areas of concern and success.

1.8 Summary of the chapter

In this chapter the researcher has presented a general overview of the study. It includes a brief background to the study and a discussion of the research problem, rationale and research questions as well as the significance of the study and the conceptual framework that underpins the study. Chapter 2 is a review of the relevant available literature which deals with continuous professional teacher development policy, professional development and leadership and management processes. Chapter 3 follows with details of the research design, approach a methodology of the study used to answer the research questions. Chapter 4 includes a detailed discussion of the findings extracted from the data collection methods and the study is concluded in chapter 5 with a summary of the study, the findings and recommendations for further research and practice.

CHAPTER 2
A REVIEW OF THE LITERATURE ON PROFESSIONAL DEVELOPMENT OF TEACHERS

2.1 Introduction

The previous chapter provided a background to this study. This chapter discusses the relevant available literature concerned with the professional development of teachers, including the conceptualisation of professional development and policies regarding continuous professional development. Leadership and management practices with regards to the professional development of teachers are explored to highlight their effectiveness and the teachers' experiences of professional development programmes.

2.2 Literature Review

A review of the literature was conducted in terms of the continuous professional development of teachers and related policies; experiences of professional development activities; Fayol's management process; and leadership and management.

2.2.1 Continuous Professional Development

Continuous professional development (CPD) has become a common concept across multiple professions; it is a tool for equipping professionals to deal with the ever-changing environment in which they exist. It also provides individuals and organisations with the necessary knowledge and skills to manage change in their working environment (Mestry, 2017). According to Padwad and Dixit (2011), professional development is a planned and continuous process undertaken by teachers throughout their entire career; the process is aimed particularly at improving both skills and knowledge.

Within the education context, CPD for principals, educational leaders and school management team members and continuous professional teacher development (CPTD) - specifically aimed at teachers - have shown merit in the transformation of the teaching, learning and management of the education system (Meijer *et al.,* 2016). In the South African context, professional development is undertaken by both in-

service teachers and other educators with the aim to achieve professional growth (RSA, 2011). This also suggests and reinforces the need for a culture of lifelong learning and professional development in order to keep abreast of changes in the education system.

Galluzzo, Isenberg, White and Fox (2012) maintain that in terms of accountability in education all stakeholders should meet professional standards which encompass the practice and content of, and commitment to, the profession. Professional development creates opportunities for stakeholders to improve various aspects of the education system. Research conducted by Opfer and Pedder (2011) provides evidence that the development and enhancement of teacher's skills, attitudes and knowledge should, in essence, improve the quality of teaching and, ultimately, the performance of the learners.

From the perspective of principals and school management team members within the school environment, there is overwhelming evidence of the dire need for professional development (Kendall, Crowe & Elsass, 2017). According to research conducted by Mestry (2017), many school leaders feel overwhelmed and struggle to lead teachers due to inadequate training or skills in leadership and management. Despite this general finding, some school leaders are self-driven and have independently undertaken professional development programmes in order to fill the gaps in their knowledge and skills when taking up leadership responsibilities. Many school leaders have attributed their success in their current roles to certain external programmes offered by independent organisations (Appova & Arbaugh, 2017). This suggests that CPD is not only for teachers but also for principals who lead the them. Some principals lack leadership and management knowledge and skills which they can acquire through CPD courses and other learning opportunities.

Steyn (2009) and Mestry (2017) both cite the lack of qualification criteria needed to be a principal in the South African context. Unlike many other countries that have very specific qualification and experience criteria (Wermke, 2011), South Africa only requires that applicants for the post of principal should have a certain number of years' experience in order to qualify for the post. In essence, it means that a Post Level 1 educator with sufficient years' experience could be appointed in a principal post.

It is possible that the lack of professional development programmes for aspiring principals and newly appointed principals may lead to underperformance in the management and leadership of their schools. A lack of relevant skills may have an impact on the management of the SACE CPTD system and the professional development of teachers which require school management teams to have leadership and management skills. Moorosi, Kiggundu and Bush (2011) believe that there is widespread evidence that principals are ill-equipped when moving into the position of principal. In 2007, in an effort to prepare aspiring principals for their roles, the Department of Education introduced a new entry qualification for those applying to be principals in schools. The Advanced Certificate of Education: School Leadership (ACE) which is a practice-based qualification is intended to assist those completing the qualification to improve educational management and leadership skills in the South African schools (Moorosi *et al.,* 2011).

2.2.2 Continuous Professional Teacher Development Policy

A formal structure of CPTD has been introduced by the South African Council for Educators (SACE) and in terms of the National Policy Framework for Teacher Education and Development (RSA, 2007). In the South African context and according to the SACE Act No. 31, SACE is the statutory body and professional council mandated to register educators and ensure professional conduct (RSA, 2007). The National Policy Framework for Teacher Education and Development (RSA, 2007) indicates that there is a need for teachers to improve both their content knowledge and pedagogical skills to ensure effective teaching and learning. There is also a dire need for development to take place in areas which would enable a more inclusive environment for all learners, especially those with special needs and those suffering from HIV and Aids.

According to the National Policy, the aim of the new CPTD is to contribute to the improvement of educators' teaching skills by equipping teachers to effectively execute their essential and demanding tasks; to continually improve teachers' professional competence and performance in providing quality education; to enable and empower teachers by improving their professional confidence, learning area/subject knowledge, teaching skills and classroom management; to improve the professional status of

teachers; and to assist teachers in identifying suitable professional development programmes that may contribute to their professional growth and, thereby, protect them from unscrupulous CPD providers (RSA, 2007). However, this is where there seems to be a gap; although the policy states that clear guidance will be given, evidence of this guidance cannot be found in the literature.

The SACE CPTD system stipulates that teachers and principals are required to accumulate a minimum number of points from accredited CPD providers over a period of time (RSA, 2007). However, there is no formal structure for managing the SACE CPTD system in schools; different schools may or may not have a system of managing the SACE CPTD system. There is also a lack of knowledge concerning management practices in the continuous professional development of teachers in the school setting and, more specifically, within the South African context. Owens and Valesky (2015) are of the opinion that even though the establishment of CPTD will originate in school goals, it will include individual and group goals. Research, planning, the provision of time and the allocation of resources need to be considered when managing a CPTD programme.

The SACE CPTD system is being implemented in phases that are divided into three cohorts. These cohorts and phases are categorised in terms of the seniority of the educators: the first cohort includes principals and deputy principals; the second is made up of heads of departments; and the third cohort is composed of teachers. The first two cohorts implemented the SACE CPTD system in 2014 and 2015, respectively (SACE, 2013). According to SACE (2013), the reasoning for the inclusion of the principals and deputy principals in the initial cohort was that it would enable them to manage the implementation of the system and the training and areas in need of development for their staff members.

The main aim of the CPTD system - as *per* the National Policy Framework for Teacher Education and Development (RSA, 2007) – is to ensure that professional development initiatives contribute to the improvement of the quality of teaching. This will sustain, enforce and emphasise the professional status of educators by providing them with guidance in terms of which professional development activities will enhance and add to their professional growth. The CPTD system further aims to increase the range and

availability of activities for educators to develop professionally (RSA, 2007). Within the system educators are required to accumulate 150 points over a period of 3 years. These points are accumulated by participating in the three different types of professional development activities (SACE, 2013).

This process informs the current professional development points system which has been introduced according to the National Framework and South African Council of Educators (SACE). According to The National Policy Framework for Teacher Education and Development in South Africa, Government Gazette No 29832 (RSA, 2007), SACE is responsible for the implementation and management of the CPTD system. The policy states that SACE and the DoE will support the implementation of the SACE CPTD system.

There is little in the relevant literature that refers to the management of professional development in schools within the South African context. It appears that in Germany and Sweden there is a practice of monitoring the professional development of teachers by means of a point system (Wermke, 2010). The points are recorded for promotion purposes and schools set the required CPTD criteria internally which align with nationally prescribed development requirements. However, within the South African school context the statutory bodies offer very little information regarding the process of management and the implications of the system in the school context.

2.2.3 Experiences of Professional Development Activities

A study by Steyn (2009) indicates that in many educators' views and experiences there is a severe disconnect between the Department of Education (DoE) and schools concerning professional development issues. Many professional development programmes currently do not address the needs of the teachers in the classrooms. According to Appova and Arbaugh (2017), the format of a number of professional development programmes is problematic and the 'one size fits all approach' does not assist the individual needs of teachers and other anticipated outcomes. It seems that there should be a closer alignment between the needs of the teachers and the development of programmes.

Curriculum changes are the focus of common professional development programmes offered by the DoE, based on the assumption that all teachers need a particular set of

knowledge and skills to manage changes in the curriculum. Many teachers have found such programmes to be a waste of time as they do not enrich their professional development (Mestry, 2017). The sessions are usually designed to inform teachers of the stipulated changes in the curriculum rather than how they are to be implemented and applied which, in essence, may be seen as a gap in curriculum delivery. Professional development programmes that are specific and context-based have a higher impact on application and practical use. However, in saying that, the duration of the course - whether context and content specific - may impact on the sustainability of the programmes (Mestry, 2017).

There is clear evidence that short, quick courses are ineffective in establishing the deep-seated change to meet the need for teacher development and pedagogical knowledge and skills (King, 2016). Continuous and long-term programmes, on the other hand, have been seen to result in change and have an impact on teachers' pedagogical skills. Another aspect of the format of professional development programmes which has raised concern amongst teachers relates to course presenters or trainers; there is a general feeling that they often lack sufficient experience and expertise in terms of subject knowledge. Presenters have been reported to be unaware of what is happening in the classroom and what teachers actually experience and feel in their day-to-day practices (King 2016; Steyn, 2009). The lack of such experiential knowledge may limit the extent to which course presenters fulfil the needs of the teachers.

Murphy and De Paor (2017) believe that teachers are positive that the most relevant and effective professional development arises from context and content and, possibly, in school specific programmes. Collaborative programmes and discussions result in full stakeholder participation in the process of development and transformation towards the common goal of improved teaching and learning. Teachers find it difficult to relate to programmes that are specific to other contents and contexts as they cannot connect their relevance to their own fields (Coe, Carl & Frick, 2010). This seems to be understandable as the researcher, herself, finds it difficult to engage in training or content to which she cannot relate and which is inapplicable to her own field of interest and expertise. The necessity and importance of doing so is not evident and cannot be

identified; therefore, it loses its intended impact and has, in some cases, not motivated her to participate.

Other areas of concern related to professional development that were identified by Appova and Arbaugh (2017) are feedback and evaluation. Educators have reported that there is little or no feedback from professional development programmes with regard to their own specific performance (Steyn, 2009; King, 2016). There is no follow-up or evaluation of the implementation of subject content and the use of tools that are supposed to have been acquired during training which leads to implementation not taking place as expected in the classroom; implementation is inhibited and it cannot be used as a measuring tool concerning the effectiveness of the professional development programmes. If programmes are ineffective and not properly assessed, repeating them is pointless as they will continue to have the same effect. Another concern is that educators are unable to determine whether or not they have been successful in integrating the development and, therefore, their concerns regarding the application and implementation cannot be addressed and resolved in terms of on-going support and guidance.

Time or the timing of professional development programmes seems to be an additional factor of concern; it appears to have an influence on whether or not participants will attend and their attitude to the training. Appova and Arbaugh (2017) argue that professional development programmes - whether external or internal - should be conducted within contract hours. This could present a dilemma for teachers as learners may be left unattended when teachers go for training; personal commitment influences whether or not teachers attend programmes. A question that may be raised is: *Who should be held accountable in cases where other commitments become barriers to teachers' professional development?.* Steyn (2009) found that programmes scheduled for after school hours were negatively perceived by the teachers who were reluctant to attending such training sessions. Further research should be undertaken to ensure that the time for professional development is appropriate; that it is realistic and suitable for all concerned; and that it does not compromise teaching time.

The motivation of teachers in terms of professional development is evident in the literature. Appova and Arbaugh (2017) note that financial gain features last on the list

of motivation for engaging in professional development; the most common motivation identified in their research was to improve the quality of teaching and learning. Psychological factors that affect motivation play a major role in the approach of teachers to their professional development and the professional development programmes offered by the DoE (Meijer *et al.,* 2016). Motivation for most teachers arises from an inner desire for change and improvement; the increase in confidence when acquiring additional knowledge or skills impacts greatly on the delivery of quality teaching.

According to Meijer *et al.* (2016), personal perspectives of their roles also motivate teachers to attend professional development training sessions. There is evidence that teachers' personal perspectives of self-confidence or the lack of self-confidence could both determine whether or not they attend training sessions. Teachers who have self-confidence in terms of subject knowledge and teaching methods are motivated to improve their practices. However, it has been found that teachers with a lower self-esteem and are insecure about their knowledge and practice are also strongly motivated to self-improvement (Appova & Arbaugh, 2017).

Incentives that are used for professional development seem to both motivate and demotivate teachers; it has been reported that incentives - either in the form of money or in promotional opportunities - may motivate or demotivate teachers (Appova & Arbaugh, 2017). Some teachers have suggested that their attendance of professional development programmes would be greatly influenced by incentives while others have declared that incentives are not of sufficient value to encourage them to attend training courses. The Integrated Quality Management Systems (IQMS) rewards teachers with a 1% increase if all professional demands are met but in realistic terms some teachers consider the value of 1% to be insufficient (Steyn, 2009). Although an extrinsic motivation for professional development is suggested by some teachers as a way of increasing participation in professional development activities, it may also imply that teachers do not fully appreciate the value of professional development as a self-enabling initiative.

Currently, there is a widespread negative perception of external professional development programmes as teachers believe that generic programmes are not

relevant to their contexts. It seems that teachers feel that they should be given an opportunity to determine the content of programmes in their planning phase to ensure that the imparted knowledge and skills during training speak to their needs. However, the problem that may complicate such an approach is that some teachers are not able to identify and articulate their own development needs.

Leadership plays a major role in assisting teachers to identify their development needs and in motivating them to attend professional development programmes. Some teachers have expressed the opinion that good interactive leadership from either their direct supervisors or principals motivates their attitudes to their professional development. In the school setting supervisors are often Heads of Department/Grades or Subject Heads. This finding suggests the importance of positive interpersonal relationships among the teachers (Meijer *et al.,* 2016). According to Kendall *et al.* (2017), many teachers reported that a collaborative discussion with their principals would inform and educate them as part of a mentorship relationship. The principals could assist in identifying areas that needed development and provide guidance regarding relevant programmes that could facilitate the development of their subject knowledge and skills (Kendall *et al.,* 2017).

2.2.4 Fayol's Management Process

Peaucelle and Guthrie (2012) undertook a study of Fayol's Planning, Organising, Leading and Controlling (POLC) management functions; Fayol formalised and published his POLC management functions in his Principles of Management at the age of 75 in 1916. He had previously had a successful career in management which informed his theory. McLean (2011) applauds Fayol on the sustainability of his theory more than 90 years after its first publication. In her article she describes Fayol's original theory in terms of the four management functions: planning and forecasting, organising, leadership and control.

Brunsson (2014) maintains that all organisations are unique and different which allows them to be sustainable; those organisations that offer the same service or product may differ in their operations to ensure that they offer something different when compared with possible competitors. However, when it comes to the management of organisations there is a general assumption that they are very similar and, therefore,

require a person in charge who would fulfil the role of manager. Brunsson (2014) summarises Fayol's theory in citing the following four managerial responsibilities and functions: 1) Defining the aims or goals of organisations; 2) Creating roles, tasks and work flow; 3) Establishing authority and responsibilities for tasks and organisations; and 4) Monitoring and establishing systems for continuous improvement.

According to Brunsson (2014), many other management theories have drawn on the initial theory presented by Fayol. Her main criticism of Fayol's theory is that is seems to create a sense of distance or disconnect between management and employees that does not allow for collaborative management practices which may leave employees feeling 'left out' and with a sense of no importance. Brunsson (2014) also suggests that the Fayol's management theory is questionable as it may be seen as obvious and taken for granted.

Despite Brunsson's (2014) criticism of Fayol's management theory, there is very little in the relevant literature concerning the actual practice of the POLC management and whether or not the theory encourages a top-down management style. The theory does not specify multiple types of management practice which would accommodate roles defined in Fayol's theory. However, the vagueness identified by Brunsson (2014) is the reason why the researcher chose to use Henri Fayol's management theory. It is the vagueness and lack of documented concise practice which allows the theory to be generalised and applied across multiple contexts and fields. If Fayol's management theory were more specific, it would be restricted in its application across different areas. The four functions of the theory encompass all areas of effective management without restricting practice to a specific leadership type or control mechanism. This allows management to best adapt its practice to the given context without deviating from the fundamental functions of the theory.

2.2.5 Leadership and Management

Across multiple professions, both locally and internationally, there is a strong presence of governing bodies that manage the CPD process. Within the South African context and according to the SACE Act No. 31, the South African Council of Educators (SACE) is the statutory body and professional council mandated to register educators and ensure professional conduct (RSA, 2007). This informs the current professional

development points system which was introduced by the National Framework and SACE. According to The National Policy Framework for Teacher Education and Development in South Africa, Government Gazette No 29832 (RSA, 2007), SACE is responsible for the implementation and management of the CPTD system.

Research undertaken by Steyn (2010) suggests that quality leadership means that school managers are involved in the learning process and that they collect evidence that teachers' professional development has taken place. According to Steyn (2010), principals play a major role in upholding and effecting the beliefs and assumptions of the professional development of teachers. All participants in Steyn's (2010) research agreed that enthusiasm for, and commitment to, professional development was required from both leaders and teachers. One participant in the study maintained that if a principal ranked low in a score out of ten, the school would always be ranked the same - regardless of what was done (Steyn, 2010). Therefore, it is essential that school leadership has a positive attitude and is committed to professional processes.

2.3 Summary of the chapter

In this chapter the relevant available literature has been explored on the professional development of teachers. It included a detailed conceptualisation of what professional development is and the policies that are in place and in effecting continuous professional development. In the reviewed literature leadership and management practices were identified which are effective and those which are not as well as factors associated with professional development programmes which affect professional development in terms of the experiences of teachers. Fayol's management theory was reviewed to inform the relevance and use of the theory in this study. The next chapter, Chapter 3, provides details of the research paradigm, approach, design and methodology used to address the research questions. The chapter incudes a description of ethical issues as well measures used to ensure the trustworthiness of the study. Delimitations and limitations of the study are also discussed.

CHAPTER 3
RESEARCH PARADIGM, APPROACH, DESIGN AND DATA COLLECTION METHODS

3.1 Introduction

Chapter 2 was a review of the literature regarding the conceptualisation of, and polices in place for, professional development, and a review of previous literature which reported on the experience of professional development by teachers Literature was examined concerning the chosen theoretical framework and a motivation for its inclusion in the study was given. This chapter explores and details the research from a structural perspective. The processes and methodology used in developing and conducting the research are explained in depth with motivations for their use.

3.2 Research Paradigm

Denicolo and Becker (2012) define a research paradigm as a perspective taken that defines which meanings the research relates to. The researcher of this study believes that a research paradigm is a tool that guides the research processes and which leads to the development of knowledge and understanding of the surrounding world. Different paradigms or mind-sets have specific ontological and epistemological bases. Ontology, as a concept, refers to what reality is and how it works (Scotland, 2012). Scotland (2012) adds that ontology is a view of reality which is individually constructed through interaction. In this study, the researcher is of the opinion that individuals' perceptions may be deduced from their interaction with situations or the contexts in which they live. The researcher further believes that a knowledge of the management of the professional development within schools may be constructed from the interaction between the researcher and participants, namely, the SMT members and educators who were involved in the study. The researcher is aware that the participants in the study have their own individual realities constructed through their interaction with professional development and its management. In the study the researcher intended to present co-constructed multiple realities of the phenomenon being studied.

Epistemology is another concept that is part of the research paradigm; it involves the understanding of knowledge and the processes of gaining knowledge (Duberley, Johnson & Cassell, 2012). In this study, the researcher believed that the knowledge of how professional development is managed in schools may be generated from the experiences of the participants' reality and the meaning that they and the researcher attached to such experiences. This study, therefore, resides in the interpretive paradigm that places importance on the analysis of a context from the viewpoint of the

participants within the study (Tracy, 2013). In this study the researcher attempted to understand how professional development is managed and experienced through an interpretive paradigm. This implies that the perspectives and experiences of SMT members and educators form the base of knowledge production.

3.3 Research Approach

A qualitative research approach is used in this study. The aim of this qualitative research was to understand the management processes of professional development within secondary schools from the perspective of deputy principals, heads of departments and educators within the context of each school. Parahoo (2014) explains that a qualitative research approach aims at exploring human behaviour, experience and motivation. The qualitative research approach was deemed appropriate for this study as the researcher intended to explore the management experiences of SMT members and educators and professional development in their school's context. Similar to other research approaches, qualitative research has its advantages and limitations.

Ganong and Coleman (2014) maintain that an advantage to using a qualitative research approach is that it is able to answer questions concerning the management of relationships between people and entities. They believe that qualitative research yields rich descriptions of processes from the perspectives of participants and, therefore, it is appropriate in exploring lived experiences. Qualitative research includes research methods that create a channel for the voices of the participants to be heard and gives marginalised populations an opportunity to express themselves and to add value to the data from their experiences (Ganong & Coleman, 2014). Ganong and Coleman (2014) further highlight the advantage of using a qualitative approach as a method for researchers who are curious as it allows them to observe, hear and interact with the participants and their perspectives.

In using the qualitative research approach limitations in this study were revealed. The size of the identified sample was limiting as the data findings cannot be generalised to the greater population. Although the sample size was small, the amount of data obtained was copious which proved challenging when analysing it. The interviews were transcribed *verbatim* which was time consuming and arduous; however, it was

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done meticulously which, in itself, proved to be challenging. Although the process of transcription is time consuming, it gives a clear illustration of what took place during the interview; it helps in understanding the emotions of the participants regarding the topic as well as their thought process.

3.4 Research Design

The research design took the form of a case-study. Mills, Wiebe and Durepos (2009) explain a case-study as a research design that creates knowledge and an understanding of the experiences of either an individual or a group of people in a specific context. Merriam and Tisdell (2016) see a case-study as an analysis of a narrative-related system, such as a programme, which is considered to be bound. In this study the case-study was chosen because the researcher wanted to understand the participant's experiences with regard to the programme or case of professional development. The study that was being undertaken was a clearly bounded system as there were limiting factors; the teachers were one factor and their experiences of the professional development programmes was another. Researchers, such as Merriam and Tisdell (2016), believe that because results are intrinsically bound research cannot be conducted successfully using a case-study.

The case in this study concerns the management of professional development within schools. In this study the design enabled the researcher to collect in-depth data on the experiences of the SMT members and educators with regard to managing professional development. It highlighted the different perspectives and experiences of the participants in terms of their understanding of the concept 'professional development' and its management as well as the challenges experienced in managing the professional development of teachers. The process of implementation and management of professional development has been documented in this case study. The case study design was flexible in that it accommodated changes in data, information received or changes in original research problems, questions and outcomes. The use of a case-study enabled the researcher to engage directly with the participants in the process of data generation.

3.5 Research Methodology

A research methodology is a system used to answer research questions. It provides guidance and illustrates the steps taken by researchers in the collection of data (Kothari, 2016). The type of methodology used in a study is determined by the research questions. In this study the research questions called for data collection methods that allowed interaction between the researcher and the participants.

3.5.1 Research Site

This research was conducted in five secondary schools in the Ekurhuleni Region in Gauteng Province. Initially, the researcher had hoped to use a convenience sampling method in selecting the participating schools. She wanted to use this method because the district was the same one in which she resided; with which she was familiar; and which allowed her, as the researcher, to have greater control over the costs that would be incurred and time to be spent in conducting the research. However, most of the schools that were initially approached declined the invitation to participate in the study. This meant that she had to extend an invitation to participate to the entire district because when she applied for permission to conduct the study she was required to indicate in which district she would conduct the research - thereby limiting herself to a specific area. The five secondary schools that were willing to participate in the study are all public co-educational secondary schools; they can still be considered to have been conveniently sampled as they were the only ones willing to participate. All five schools are academic schools; three are English medium schools and the other two were originally Afrikaans medium schools but they have now become dual medium schools that offer instruction in both English and Afrikaans.

The Ekurhuleni Municipality services the eastern region of Gauteng; it is one of three metropolitan municipalities that contain 24% of Gauteng's people (Oelofse, Muswema & Ramukhwatho, 2018). Oelofse et al. (2018) describe the district as highly developed with the majority of the population residing in urban areas. The municipality is home to the largest airport, O.R. Tambo International Airport, in Africa (Madumo, 2017). Within the Ekurhuleni region there are 110 secondary schools and 5 combined schools which fall in two distinct districts, namely, the north and south districts. The region has a combination of different quintile schools made up of four Quintile 1 schools; nine Quintile 2 schools; twenty-five Quintile 3 schools; twenty-seven Quintile

4 schools; and forty-five Quintile 5 schools. Sixty-seven of the hundred and ten schools in the region are non-fee-paying schools.

Four of the five schools selected fall within the northern district with only one school from the southern district; the five participating schools are Quintile 5 fee-paying schools. Madumo (2017) characterises quintiles as the system used in South Africa to allocate resources. Schools in South Africa are divided into quintiles; the different quintiles are based on the characteristics of the school catchment areas as well as on factors, such as employment rates, literacy and wealth (Ramrathan, 2017). Ramrathan (2017) explains that schools ranked within the higher quintiles, namely, Quintiles 4 and 5, receive a far less subsidy than schools ranked in the lower quintiles - Quintiles 1 to 3; those in the higher quintiles are considered to be more fortunate than the lower quintile schools. Quintile 1 schools usually receive a complete subsidy from the government and are found in townships and previously disadvantaged areas. These schools are identified as non-fee-paying schools.

3.5.2 Sampling

Daniel (2012) explains that sampling is the selection of a subset to be included in a study. Sampling in qualitative research usually takes a purposive direction. According to Emmel and Kenney (2013), qualitative sampling is done to provide a rich insight into the experiences of individuals. Different methods are used in qualitative research, such as convenient, purposive and snowballing sampling. Etikan, Musa and Alkassim (2016) describe convenient sampling as a non-random sampling method where participants are chosen due to their proximity, willingness of participation, ease of access and availability. This kind of sampling has been referred to by Etikan *et al.,* (2016) as a haphazard type of sampling. Purposive sampling is different in that it is used when the researcher has specific criteria in mind when choosing participants; it is non-random and the criteria defining participants is set by the researcher (Etikan, Alkassim & Abubakar, 2016). Snowball sampling is described as occurring when participants assist in identifying other participants who could add rich data to the study. Usually participants sampled using snowballing have similar characteristics experiences which add value in their contribution to the study (Emerson, 2015). This method is also considered a non-random method of sampling and is usually employed when the researcher has difficulty in finding suitable participants (Etikan *et al.,* 2016).

Setia (2016) maintains that purposive sampling is a method that researchers use to select participants who have the potential to answer the research questions; it is important to select individuals who are able to provide information that answers the research questions.

The five secondary schools were initially selected by means of convenience sampling. This sampling method was used with an intention to reduce travelling expenses for the researcher during the data collection period. Convenience sampling is characterised by the easy availability of participants. According to Sedgwick (2013), convenience sampling occurs when the selection of participants - in terms of the site - is made using a non-random approach. However, during initial school visits the researcher encountered a great deal of resistance from the potential participants. Although her initial intention was to select schools because of their proximity, using a convenience sampling method, the final sampling of schools was done simply on the basis of the willingness of the participants to participate in the study. Twenty of the hundred and ten schools were initially approached to participate in this research in terms of their proximity to the researcher's residence; nineteen of the schools declined the invitation to be involved in the research - only one school from the original list of schools was willing to participate in the study. The researcher then broadened the target area for the study and contacted another sixty-eight schools in the region. In her second attempt to select participants, four schools accepted the invitation to participate in the study

Due to the size and limited scope of the research, the researcher chose a small sample of 15 participants in total. The 15 participants included 3 deputy principals; 7 heads of departments (HoD's), two of which were senior HoD's; and 5 educators. While the schools were selected following the convenient sampling approach, purposive sampling was used to select the participants. The researcher included Deputy Principals and HoDs in her selection of participants as they were part of the school management teams and they were required to fulfil planning and management functions in terms of their positions in the schools. As most schools have more than one Deputy Principal and HoD, the principal was requested to identify a Deputy Principal and HoD who was available to participate and who would add value to the study. The educators were chosen because of their experience of the management of

professional development in the schools. Educators were selected on the basis of having a minimum of 3 years' experience; however, due to the availability of participants this was not always an option and, therefore, the onus fell on the principal to put forward the names of participants who were available and who would add value to the research. A total of three participants were selected from each school, making up the total number of fifteen participants.

3.5.3 Research Methods

In this study the researcher used two data collection methods; the first was conducting interviews with all the participants and the second method was through document analysis. Creswell and Creswell (2017) maintain that qualitative interviews aim to access participants' perspectives and experiences and obtain rich data that explains their views of the phenomenon being studied. The main objective of the interviews in this study was to understand the concept of professional development and its management in the selected schools as well as the challenges participants experienced with regard to professional development from their perspectives. In this study the researcher used semi-structured interviews to explore participants' perspectives and their experiences of professional development.

A semi-structured interview schedule was used to ask probing questions for greater clarity and depth. According to Bryman (2016) when using an interview schedule in face-to-face interviews, the questions that participants are asked during the interviews are all the same and they are presented in the same order. The interview schedule used in this study included questions which explored the planning, organising, leading and controlling functions of the POLC framework; the questions focused on the organisation and resource allocation of professional development. Studies in the literature suggest that feedback from professional development programmes is reported as poor; therefore, the researcher included questions which asked for information concerning the control mechanisms which are in place to monitor the professional development of teachers. Briggs, Coleman and Morrison (2012) are of the opinion that the advantage of using interviews is that they allow researchers to obtain rich data when they are unable to observe the participants directly in context. Creswell (2014) believes that the researcher is in control of directing the interview conversation which focuses on the topic and the research questions.

Although interviews are seen as an effective data collection tool, Creswell (2014) maintains that the data collected during interviews may be biased because it is mainly the perspectives of the interviewees/participants. The skills and presence of the interviewer/researcher might also affect the data as the participants may want to provide answers to questions that are not entirely accurate but are what they think the researcher would like to hear (Creswell, 2014). Therefore, the researcher allowed participants to talk as much as they wanted to and she listened intently. She expressed empathy with their frustrations which made them feel comfortable and safe and created an atmosphere of confidentiality which allowed the participants to feel at ease in expressing themselves honestly which, in turn, elicited more honest answers and more accurate data.

The duration of the interviews in this study was approximately 30 minutes. Due to time constraints in the calendar year of the school, the participants could not be engaged in interviews for long periods of time. The interviews were planned and conducted when examinations were being written as the participants were then available. All the participants from each school were interviewed on the same day and interviews at the five schools were undertaken in four weeks, based on the availability of the participants and permission from the principals.

In order to build a rapport with the participants, initial individual meetings between the researcher and the participants were scheduled. During these meeting the purpose and aim of the study was explained to the participants in detail, including how interviews would be conducted; participants were provided with the interview schedule. During the initial meetings the ethical aspects of the research were also shared with the participants; this included how the participants would be protected during the interview process; how their anonymity would be assured; and their right to withdraw from the study at any time without consequences.

During the interviews biographical information was collected which included the age, gender, experience and qualifications of each interviewee. The interviews continued by exploring the following topics:

- The participants' understanding of professional development.

- The role of the participants in the management of professional development.
- The challenges participants experienced with regard to the management of professional development.
- Participants' motivation for participating in professional development.
- Leadership and management practices related to professional development.
- The availability of professional development at participants' schools.
- Participants' opinions and impressions with regard to the SACE CPTD system.

The interview protocol which contains the questions that participants were asked is attached as Annexure C. The interviews were recorded on two recording devices and notes were taken during the interviews. Once the transcriptions were completed, the researcher made them available to the participants to confirm accuracy and provide another opportunity for them to elaborate on their responses - a process known as member-checking.

Apart from the semi-structured interviews, document analysis was also used as a biographic data instrument. Document analysis was chosen mainly because of its informative value. Babbie (2015) believes that the use of documents is often neglected in qualitative research. However, it is an important source of information - regardless of publication dates - as valuable data can be extracted to supplement that obtained in the interviews. Whether specifically informing the research topic or the research processes in general, document analysis contributed to understanding the acquired information. Olsen (2012) highlights the advantage of accessing and analysing documents to inform data by explaining that the analysed documents enrich the research data and provide information relevant to understanding the language and processes which form the context of the case study Olsen (2012).

During the research process internal policy and procedural documents were analysed in order to gain an understanding of the management of professional development in the selected schools which allowed for comparison of analysed documents across participants and schools. Personal Growth Plans (PGPs) and Professional

Development Plans (PDPs) for the interviewees were analysed where they were available in the schools that participated in this study. PGPs are part of the Integrated Quality Management Systems (IQMS) introduced into the school system by the Education Labour Relations Council (ELRC) in 2003 in an attempt to monitor and improve the quality of teaching and learning which is aligned with control in the POLC management functions. The analysis of district office memoranda and government gazettes contributed to ascertaining the involvement and assistance of the district in the management of professional development in the schools.

When analysing documents, the contents were examined in terms of the biographical areas of interest. During initial meetings with participants, the researcher asked to be provided with any documentation pertaining to professional development and their biographical identifiers as part of the data for the study.

The following documents were analysed - where available:

- Staff cards.
- IQMS files.

In the above documentation the following areas were analysed:

- Age.
- Gender.
- Post.
- Experience.
- Qualification.

3.5.4 Data Analysis

The interviews were transcribed *verbatim* from the audio-recordings. The process of transcribing of the data is defined by Creswell (2014) as a process of converting the audio-recordings into text. In this study the process was intense and took many hours to complete. During the transcription of the recordings the schools and the participants were coded by means of pseudonyms: the five schools were labelled A, B, C, D and E and each participant from the schools was assigned a pseudonym starting with the abbreviation of their post and adding the letter associated with their particular school,

for example, HoDA. During the transcription process all names and identifying information were removed and replaced with pseudonyms. The labelling guaranteed participants' anonymity and ensured that in the transcriptions participants and their schools could not be identified by anyone except the researcher who was able to return the transcribed material to the correct participants for checking. Member-checking allowed participants to check and add information to further enrich the collected data.

The transcribed responses were grouped according to interview questions; the process of identifying themes was done manually for each question. From the responses relevant quotes relating to the questions were highlighted with their participant codes to indicate their source for referencing purposes. The quotes, which represented all the responses, indicated three main themes which were then divided into sub-themes and aligned with the research sub-questions in order to answer the main research question on how the professional development of teachers is managed in secondary schools.

3.6 Ethical Issues

Ritchie, Lewis, Nicholls and Ormston (2013) maintain that ethical considerations in research are the norms and standards for conducting research. Ethics guide the behaviour of those involved in the research and although ethics is only a part of the research design, it is considered to be important throughout the research process - from choosing a topic for a study to implementation that includes the initial proposal, field work and writing the final report. Babbie (2015) adds ethical principles, such as informed consent, confidentiality, privacy, anonymity and protection from harm. King and Horrocks (2010) stress the importance of anonymity and confidentiality; anonymity refers to concealing the identities of participants in all forms of data. The assurance of confidentiality and anonymity of the participants was given to participants and pseudonyms, as mentioned in the data analysis, were used; careful attention was paid in the transcription, data analysis and report writing processes to ensuring that no identifying information was included. The safety of the research environment and participants was considered at all times when conducting the research.

An ethics application was approved by the Research Ethics Committee of the Faculty of Education at the University of Pretoria and the necessary permission was obtained

from the Department of Education. All the schools' participants were informed that their identities would be kept confidential in that the data and final report would not contain any identifying factors. The participants were asked to sign an informed consent form which explicitly detailed their rights during the study; they were informed of the purpose of the study and how the data would be used and then securely stored; and they were made aware that participation in the study was voluntary and their right to withdraw from the study at any time without consequence or repercussions was clearly explained. All the interviews and the document analysis were conducted in a comfortable and safe area chosen by the participants within their school environment. Participants were asked for permission to record the interviews. The relevant letters of permission were shown to the principals and the ethical considerations that would be taken into consideration during the study were explained in detail. The principals signed a letter of consent granting permission to conduct the research at their schools.

3.7 Enhancing the Quality of the Research

Factors that enhance the quality of research include trustworthiness as well as an awareness of the limitations and delimitations of a study.

3.7.1 Trustworthiness

Noble and Smith (2015) define trustworthiness as the soundness of research in relation to its appropriateness and the integrity of its final results. Cresswell *et al.* (2017) maintain that the quality of the data in a qualitative study is measured by its credibility, transferability, dependability and confirmability. One of the ways of ensuring credibility is by recognising the researcher's own bias; its influence on the research; and acknowledging the bias when it occurs. Accuracy may be assured by keeping meticulous records and by allowing participants to confirm the accuracy of their responses. In this study the researcher did member-checking to ensure the accuracy of the data. According to Symon and Cassell (2012), member-checking is checking responses and findings with participants - a process that may enhance the credibility of the study. Smith and Noble (2014) encourage the use of peer review by other researchers in the same field of study to identify bias. The researcher's supervisor critically checked the different stages of the research process to reduce research bias.

In this study the researcher increased the credibility of the research by triangulating data from multiple participants and from the different data collection methods, such as interviews and document analysis. Triangulation is defined by Jackson (2016) as the collection of data from multiple sources in terms of the same context. All the interviews were recorded and transcribed *verbatim* to combat any effects the researcher may have on the interview, like selective listening. The data was recorded in a field journal which was used as part of an audit trail needed to guarantee the credibility of the research.

The data will be securely stored for a period of 15 (fifteen) years in the Department of Education Management and Policy Studies at the University of Pretoria - as required by the Ethics Protocol Committee.

3.7.2 Delimitations and Limitations of the Study

Simon and Goes (2013) suggest that limitations are factors that influence the outcomes of the research which are outside of the control of the researcher. The limitations of this study are that the research cannot be generalised to other schools due to the size of the sample and time was a restriction as there was only a limited time in which to complete the research; the initial period allocated to the collection of data was reduced to three months. A further limitation experienced during the research was the unwillingness of schools to participate in the study which resulted in the initial time allocated for data collection to be significantly reduced. Since the interviews were one of the data generation methods there was a possibility that the participants may be biased or not be entirely honest in their responses. To address this, document analysis was done to verify aspects of the data generated during the interviews.

Delimitations are boundaries set by the researcher (Simon, 2013). The researcher set the boundaries of this study by selecting only five secondary schools in the Ekurhuleni District; schools from other districts were excluded from the study. The researcher also used the POLC management framework to analyse the data which did not allow for the possible use of other frameworks or models of analysis. The data was only collected using interviews and document analysis; observation is another qualitative method that could have been used to generate data in this study, however the use of observation in this study could not be achieved as the observation would need to be

done when professional development is taking place which is time consuming and opportunity to observe professional development taking place is not readily available or part of the daily practices of a school. The research included participants who met the criteria cited in the purposive sampling.

3.8 Summary of the chapter

In this chapter the researcher has provided a detailed description of the qualitative research approach and the case-study design used to understand the management of teachers' professional development in schools. The research methodology, which included a description of the research site, the sampling and data collection methods, was discussed. The way in which data analysis occurred was described and ethical issues that were encountered and addressed were shared. Finally, the manner in which the quality of the study was enhanced through trustworthiness and the identification of the limitations and delimitations of the study was documented. The next chapter, Chapter 4 contains a detailed discussion of the research findings.

CHAPTER 4
RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

In Chapter 3 the researcher discussed the research paradigm; approach; the research design; research site and sampling methods; data collection and analysis; important ethical issues; and the enhancement of the quality of the study. In this chapter the research findings are provided and there is a discussion of the findings in relation to the literature relevant to the research topic. The aim of this study was to answer the

main research question: *How do school management teams (SMTs) manage the professional development of teachers?* and the sub-questions were: *How do SMT members describe the concept 'professional development' and what role do they play in the management in the professional development of teachers?; How do SMT members manage professional development in terms of planning, organising, leading and controlling?;* and *What factors support or challenge the management of professional development?*

The chapter also includes tabled details of the participants to indicate their position, gender, age and level of experience which reflects the various levels of responsibility and experience of the different participants. The participants are given pseudonyms using an identification code that originates in the thematic analysis. Another table contains an alignment of the interview questions with the research questions. The research findings are divided into three themes which emerged in terms of the research sub-questions posed by the researcher to inform, answer and support the main research question. The themes and sub-themes identified are aligned with the research and interview questions in the process of thematic analysis. The research findings from the interviews and document analysis are further discussed and detailed in the themes and sub-themes with relevant quotations extracted from the data. The research findings are compared with the discussion in the literature for similarities and differences.

4.2 Biographical Information of the Participants

The biographical details of the participants are given in Table 4.1 below.

Table 4. 1 Biographical Information of the Participants

School	Participant	Gender	Age	Post	Experience	Qualification

A	TA	F	40 years old	Post Level 1	3 years	BCom Accounting, PGCE.
	DPA	M	42 years old	Deputy Principal	20 years	Teaching Diploma specialising in Mathematics; Diploma in Ministry.
	HoDA	F	60 years old	HoD	34 years	BSc Honours in Mathematics.
B	HoD1B	M	47 years old	HoD	25 years	BA Education, English and English Literacy; Honours.
	HoD2B	M	52 years old	HoD	24 years	Teaching Diploma specialising in Afrikaans, Biblical Studies and LO.
	TB	M	36 years old	Post Level 1	4 years	BA Honours in History.
C	HoD1C	F	62 years old	HoD	36 years	Teaching Diploma specialising in English; BA; BEd Psychology.
	HoD2C	F	52 years old	HoD	17 years	Teaching Diploma specialising in Mathematics.
	TC	F	42 years old	Post Level 1	20 years	BA Languages.
D	DPD	F	60 years old	Deputy Principal	38 years	Teaching Diploma specialising in English.
	HoDD	F	52 years old	HoD	30 years	BPrim Ed Senior Phase.
	TD	F	30 years old	Post Level 1	8 years	BCom Marketing Management; PGCE.
E	HoDE	M	38 years old	HoD	10 years	BA Psychology; PGCE.
	TE	F	26 years old	Post Level 1	1 year	BCom Financial Accountancy.

DPE	M	60 years old	Deputy Principal	36 years	MEd in Psychology.

The information presented in table 4.1 illustrates the range of participants. The information was obtained using document analysis as biographical data collection instrument. The tables characterises the participants according to the categories listed. From the table it is evident that a wide range of participants were interviewed. Both genders are represented, however the majority of participants were female. The age of the participants range from 26 to 60 with the average age being 46.6 years old.

Three posts were well represented with participants in either a post level 1, head of department or deputy principals. The experience of the participants ranged from 1 year to 38 years with the average being around 20.4 years. Nine of the participants have an education qualification with the remaining 6 participants only having an academic qualification in a different field.

4.3 Research Questions and Interview Questions

The main question was: *How do school management teams (SMTs) manage the professional development of teachers?*

In Table 4.2, given below, the research questions are aligned with the interview questions.

Table 4. 2: Research Questions Aligned with Interview Questions

Research Questions	Interview Questions
Sub-question 1: *How do SMT members describe the concept 'professional development' and what role do they play in the management in the professional development of teachers?*	• What is your understanding of professional development in schools? • What is your opinion concerning professional development programmes and the transformation of teaching practices?

	• What role do you play in the management process of professional development? • Do you have a professional growth plan (PGP)? If you do, what areas of improvement does it highlight? If not, what are the possible reasons for not having a PGP?
Sub-question 2: *How do SMT members manage professional development in terms of planning, organising, leading and controlling?*	• What professional development programmes are in place and available in your school? • What are the management processes for professional development in your school? • Who plays a role in your professional development? • What leadership practices are used in managing Professional development in your school? • How is Professional development controlled in your school? • What are your motivations to participate in professional development? • Tell me about the Standard Operating Procedures or Policies in place with regard to professional development in your school?
Sub-question 3: *What factors support or challenge the management of Professional Development?*	• What are your views concerning the benefits or lack of benefits of professional development? • Do you receive any assistance with regard to professional development from the DoE? If so, please give some examples. • What challenges do you experience regarding the management of professional development? What works well?

	• Is there anything else you would like to tell me about CPTD and/or professional development?

Table 4.2 indicates the interview questions that were designed to answer the research questions. The table aligns the interview questions to one of the research questions. This alignment was used to sort the data and identify the themes and sub-themes.

4.4 Research Questions, Themes and Sub-Themes

The following table, Table 4.3, aligns the themes and sub-themes with the research's sub-questions.

Table 4. 3: Themes and Sub-Themes Aligned with Research Sub-Questions

Research Questions	Themes and Sub-Themes
Sub-question 1: *How do SMT members describe the concept 'professional development' and what role do they play in the management in the professional development of teachers?*	**Theme 1:** The Concept of Professional Development and the Roles Played by SMT Members. **Sub-Themes:** • Understanding • Misconceptions • Internal vs External Professional Development • Job Functions.
Sub-question 2: *How do SMT members manage professional development in terms of planning, organising, leading and controlling?*	**Theme 2:** POLC and Professional Development **Sub-Themes:** • Planning • Organising • Leading • Control.

Sub-question 3:	Theme 3:
What factors support or challenge the management of professional development?	Contributors and Inhibitors of Professional Development
	Sub-Themes:
	• Undergraduate/PGCE Training
	• External Input
	• Educators Mind-Sets
	• Resources
	• Administration.

Table 4.3 indicates the themes and sub-themes that were developed from the answers of the interview questions aligned in table 4.2. In the table above is the themes and sub-themes and their alignment to the research question which it answers.

4.5 Research Findings

In conducting the interviews and document analysis, the researcher sought to obtain a detailed knowledge of how school management teams (SMTs) manage the professional development of teachers. The researcher aimed to gain an understanding of how members of SMTs understand the concept 'professional development' as well as the role SMTs played in the management process of professional development. During the data collection and analysis processes themes and sub-themes were identified which gave greater insight into professional development in schools. These themes are discussed in following sub-sections.

Document analysis was used to gather the biographical data of the participants. These areas of interest for each participant are highlighted within the table 4.1. A verification and comparison of this data obtained from the document analysis was done with the data obtained during the interviews. The document analysis did not deliver any further data regarding professional development and the management thereof and therefore any data which could create an understanding of professional development and its management could not be obtained. A comparison of the data obtained using document analysis as a biographical data collection tool was compared across schools

in its efforts to extract useful data. The comparison indicates that the tool was successful in obtaining the necessary biographical data.

4.5.1 Theme 1: The Concept of Professional Development and the Roles played by SMT Members

In order to understand how SMT members perceive their role and position and how that relates to professional development, it was important to learn how the participants, including educators who do not serve on the SMT, understand the concept 'professional development' and how it currently occurs in the school context. In doing so, the researcher explored the roles played by SMTs in professional development from the perspective of their members as well as those who were managed by SMTs. From the participants' responses it was evident that the concept 'professional development' has many facets and takes on different meanings and forms. The different forms gave rise to the sub-themes within this theme, namely: Understanding; Misconceptions; The Formality of Professional Development; Internal vs External Professional Development; and Job Functions. These sub-themes are described in the following paragraphs.

4.5.1.1 Sub-Theme 1: Understanding

Many participants described professional development as a process of improving themselves as well as their teaching practices, management roles and other functions they fulfil within the school context. The participants responded to the question on what profession development means as follows:

> "Professional development is such an important aspect of school because if a person does not keep themselves up-to-date you become useless" (HoDA).

> "Professional development is to be totally professional, OK. Getting the recognition from outside because parents don't recognize that we are professional people, for them we are just low life" (HoD2C).
> "As a teacher to me you have to like continuously improving yourself so that you can be able to understand these kids to give what they want, as you see them they are encountering problems. So, if you develop yourself, you open your eyes and now you can help them" (TA).

These responses show that there is no single understanding of the concept 'professional development'. There is evidence of the need for constant improvement in order to meet arising demands and to avoid stagnating in terms of professional knowledge and skills. The concept of lifelong learning emerges in the expressed need to constantly maintain the image of the profession through professional development. According to Kennedy (2016), a challenge of professional development is to ensure that teachers understand their ultimate goals in order to identify various strategies applicable in a specific context. Ann (2009) is of the opinion that professional development may be viewed from an objectivist epistemology perspective where knowledge is an object that can be transferred. However, Ann (2009) adds that some researchers believe that professional development may be seen in terms of dualist ontology where professionals and their professional practices can be studied separately. An identifying characteristic of professional development has been noted as development that is provided in various formats which may be formal or informal but that do not contribute to a formal higher education qualification (Zaslow, 2009). Zaslow (2009) also suggests that there is a lack of description which details the process of professional development and, instead, focuses on participants or curriculum which does not offer a holistic understanding of the concept as the participants and curriculum are ever-changing.

Based on the findings of the current study, the researcher agrees with Zaslow's (2009) conclusion that professional development is usually described in terms of the focus on participants or curriculum and not so much on the actual process of professional development. Although the aim of professional development is obvious, how it is achieved should be defined according to a format which is understandable without having to delve into various ontologies and theoretical frameworks.

4.5.1.2 Sub-Theme 2: Misconceptions
In exploring participants' understanding of the concept 'professional development', it became evident that many participants had misconceptions concerning the concept in the context of their environments. The following quotations illustrate these misconceptions:

"I think the department is a bit vague about it, there is a lot of cut off dates; we have to go into the system and load your marks or your points, but they don't really say the reason behind it" (HoDD).

"Well to be quite honest, the whole concept of CPTD to me, is that it is simply another administrative control mechanism put in place in schools. Opportunity for development should not be prescribed" (TB).

"Professional development is the training that we're receiving by our superiors to eventually help us not to rely on them for everything" (TE).

It appears that there is some confusion between the broad concept of professional development and the SACE CPTD system. The participants view professional development as extra work and not really as a process that benefits them professionally; this implies a lack of understanding and appreciation of benefits of professional development as a process of growth in the profession. The idea of professional development is, somewhat, seen as in-service training offered to teachers by their direct supervisors - a mandatory and administrative process imposed on educators. The above quotations suggest a gap in educators' understanding of the intention and benefits of professional development. It seems that the educators in this study perceive professional development as a top-down bureaucratic exercise or activity. This finding is similar to that in a study by Wingo, Ivankova and Moss (2017): educators are not happy with systems which increase their workloads and restrict their time for carrying out required routine tasks. This is even more problematic in situations where educators are not fully conversant with systems that are used in schools; evidence from the literature reveals the use of the online SACE CPTD system which participants considered to be extra work and not user-friendly.

Geldenhuys and Oosthuizen (2015) believe that there are multiple sources which all indicate the challenges that are experienced in terms of the policy and management of professional development in schools. Friedrichsen, Linke and Barnett (2016) point to a danger in teachers' misconceptions; they found that many teachers were unaware of their own misconceptions and many believe that their understanding was adequate. Kara, Kukul and Çakır (2018) maintain that many misconceptions that teachers have

are based on, and evolved from, their experiences with professional development processes; each interaction probably differs from the next as the experiences of the teachers will not be exactly the same - although there might be similarities, their experiences are not identical. Both the review of the relevant literature and the participants' responses informed the researchers understanding; she agrees that educators' misconceptions of professional development are dependent on what they have experienced; the misconceptions of educators who have engaged with policy and, possibly, with the SACE CPTD system will be different from those who have not been involved with the system.

4.5.1.3 Sub-Theme 3: Internal vs External Professional Development
During the data analysis process, the researcher identified and distinguished professional development programmes as being formal and informal as well as internal and external processes; professional development occurred in a formal way under the auspices of various providers while informal professional development was more evident as an internal process which could not specifically be termed professional development. The participants described professional development programmes as follows:

> *"Maybe this is a cop out because of time but training in terms of in school, is done more informally. I won't say programmes because the moment you put the word programme it becomes formal, you're formalising it"* (DPA).

> *"A mentorship programme inside a school helps to a point but you are only learning about your own school environment"* (HoD1B).

> *"Not in the school itself, but the unions has got professional development programmes that we do attend"* (HoD2C).
> *"The is no specific CPTD programs running in our school. There is mentoring, departmental planning meetings, staff meetings, in-service training and things like that that take place all the time but, again, not specifically to meet or be considered a CPTD programme. The principal and deputy will also bring to our attention any external courses like the Naptosa courses"* (TB).

"There has been one workshop in the five years that I've been here" (TD).

These responses show that although a few external programmes which fall within the specific function of professional development are available, the everyday functionality of the school environment is dependent on informal professional development processes which occur as part of participants' roles as educators, HoDs or deputy principals. In this study mentoring was perceived as an internal professional development process which different staff members described as taking place in different forms. External development opportunities seem to be initiated by other parties, such as teacher trade unions.

Kyndt, Gijbels, Grosemans and Donche (2016) acknowledge the need for informal learning; they suggest that such learning opportunities needs little or no planning, organising, leading and control; at times, informal learning may be restricted by environment which is dependent on the transferability of the learning to other environments or contexts. Their research further suggests that this type of learning occurs as a result of contact with the daily work environment which is usually undertaken autonomously. In the case of this study, such learning opportunities were reported by the participants as mentoring within the school environment - with external programmes being a recurring factor that was perceived as successful professional development. The researcher is of the opinion that external programmes may offer multiple and different perspectives; although the programmes have a specific focus, there is some underlying communication and transfer of general knowledge concerning professional development; they inform participants' understanding of the concept of professional development (Cordingley, Higgins, Greany, Buckler, Coles-Jordan, Crisp & Coe, 2015). Although Cordingley *et al*. (2015) observe that external programmes can be effective, they are still not sufficient in terms of a holistic approach.

Cordingley *et al.* (2015) recommend that it would be worth investigating the characteristics of successful external programmes and using those characteristics to inform internal programmes in order to achieve a level of success. Goodyear (2017) also maintains that internal informal development programmes in schools, whether or not they are in specific departments or subjects, create a sustainable practice of cooperative learning which is necessary to achieve on-going development. This kind

of internal support creates specific needs-driven development and learning that is context specific in resolving areas of need.

4.5.1.4 Sub-Theme 4: Job Functions

The management of professional development should be undertaken by those who are mandated with management roles in schools. The findings of this study revealed the different perceptions of SMT members of their roles regarding the professional development of teachers. Although the job descriptions of SMT members include their roles, what they actually do in their schools is reflected in the following quotations:

> *"I do nothing, it's always you've got so much of others things to do that you have no time to take care of professional development of educators"* (DPA).

> *"So, we do have a development team and I am part of the team, we do have some things in process, we are actually trying to increase the number of programmes because we recognise that they're important, but we are just trying"* (HoD1B).

> *"I try and help my staff to develop and get better the whole time, if I see they need help, I try to help them and give them guidance on how to get better"* (HoD2B).

> *"I teach them exactly how to mark on matric because it's tricky; it's things that they don't teach you at departmental meetings"* (HoD1C).

> *"I'm in charge of the whole IQMS of the school"* (HoD2C).

> *"I'm first the union rep that means that if there are any courses, I have to notify the staff members"* (HoDD).

The various positions in the schools as well as the schools themselves appear to function very differently from each other in terms of how the SMT members are involved in the professional development of the educators. There seems to be no specific professional development functions as stipulated in the job descriptions or

portfolios of SMT members. It appears that the management roles of many SMT members who participated in this study encompass training and development opportunities for other staff members who are aligned with the functions expected in their management position or as stated in the IQMS system. More specific roles that could be aligned with professional development are evident when a committee addressing professional development exists or when the participants play specific roles within unions.

Research by Vangrieken, Meredith, Packer and Kyndt (2017) indicates that the input and roles played by various stakeholders - whether external or internal - are important in determining the success of professional development. External role-players include governmental bodies, professional bodies and unions that may be described as the originators or initiators of professional development while the internal role-players are the teachers themselves; the teachers are then simply the executors of instructions or policy in a top-down manner. The roles cited by Vangrieken *et al.* (2017) are similar to those identified in the findings of this study - as may be seen in the above response from the participant who performs the role of union representative; it does not seem as though external stakeholders initiate specific job functions with regard to professional development.

Job functions or descriptions, as determined by the Minister of Education in terms of the Employment of Educators Act 76 of 1998 (RSA, 1998), and are published in the Personnel Administration Measures (PAM) which includes functions that speak to the guidance and coordination of staff members. Although there appears to be evidence of professional development management within the job descriptions, it does not seem to explicitly address professional development; instead, it deals with the general managerial functions of the SMTs and focuses on tasks which are job-specific and exact for professional development (Du Plessis & Eberlein, 2018).

Information from the literature aligns with the participants' responses: they function in their managerial roles but not particularly in terms of professional development - more in the management of staff members regarding tasks which are job specific. O'Dwyer and Atli (2015) believe that SMT members play necessary and important roles in the professional development of teachers, especially newer younger teachers; however,

they note that the roles are currently not explicit and clear. These roles require specific skills and knowledge and O'Dwyer and Atli (2015) question whether SMT members are adequately trained for the task.

4.5.1.5 Summary of Theme 1

Theme 1 suggests that there are multiple understandings of the concept 'professional development' and how SMT members play their roles in professional development in different school contexts. There appears to be a blurred distinction between professional development activities and general functions associated with SMT members. Several misconceptions of the concept 'professional development' have been identified in this study which include an increase in workloads and administrative tasks; top-down control by the Department of Education; and unnecessary and poorly planned training without the proper involvement of, and consultation with, educators.

4.5.2 Theme 2: POLC and Professional Development

The main aim of the study was to determine how professional development was conceptualised and to establish how SMT members manage teachers' professional development in the school context. In Theme 2 the researcher explored the alignment of the management practices of SMTs with Fayol's POLC management framework. The analysis of the data collected concerning the management of professional development was undertaken in terms of the POLC management framework. Sub-themes aligned to the POLC management framework were identified and they are described below.

4.5.2.1 Sub-Theme 1: Planning

The planning function, as outlined in Fayol's POLC management framework, is the first step in the management process. Within this function the need for professional development is suggested from which it is then possible to identify the aims and the goals of professional development programmes. The participants' perspectives and experiences of this function are reflected in the following extracts from their responses:

> *"The Deputy Head who manages the system or the principal will bring to our attention to any courses or programmes available. If possible, we will attend"* (TB).

"The department points out that we're not up to standard with certain things and then we do an intervention plan so that we can fix that specific problem" (HoDE). *"What I do if I see someone needs assistance then I will make a meeting with them to do so and then come back to them after deciding on the intervention"* (HoD2B).

"There is no formal planning. They say OK, a new teacher must be developed in this way but then there is nothing. To me there is nothing" (TA).

"There is none that I know of, maybe ja [yes] at the executive level, but I am not aware of any planning activities for professional development of teachers" (HoD1C).

The findings in this theme in terms of participants' responses include a lack of planning for professional development activities. No clearly identified, specific or formal planning functions are undertaken regarding to the professional development of educators. It appears that there is an absence of specific guidelines and no processes in the schools for planning which should include the identification of the need for professional development as well as the aims and goals of any available professional development programmes. In their study Whitworth and Chiu (2015) maintain that a successful and effective professional development practise is one that actively involves teachers in planning; their context knowledge and the expertise of school leaders adds value in identifying areas of professional development which, in turn, diminishes the possible use of a 'one-size fits all' approach which has been proven to be unsuccessful.

Nollmeyer and Bangert (2017) believe that for change to occur extensive professional development needs to take place. However, many professional development initiatives have been undertaken and have been unsuccessful due to a lack of critical planning. For professional development to be successful, assessment during the planning stage should include an assessment of pre-existing knowledge, teachers' mind-set and environmental context (Nollmeyer & Bangert, 2017). In this study it was found that in the planning phase of professional development took place in-school and

was provided by external sources as well as national bodies. It is important to establish schools' and educators' willingness to participate in professional development activities; it would, then, be the duty of the professional development source to support the schools and/or educators in addressing the needs identified in the planning phase (Thessin, 2015).

Where there was no clear planning process in place for professional development in schools, the availability of documents for analyse was found to be poor and, in some cases, non-existent. The compulsory IQMS forms that were available were compared with the participants' responses and there was a clear indication that the exercise of completing professional growth plans was undertaken simply to get it done and not as a needs analysis in a process of planning for profession development.

4.5.2.2 Sub-Theme 2: Organising

The second function of Fayol's POLC management framework is the organising process. According to the framework, the process of organising seeks to create various roles needed for task as well as to identify the tasks that need to be completed in order to achieve the aims and goals set out in the planning phase. In doing so, workflows should be created and various necessary resources may be applied to assist in the achievement of goals identified during the planning process. Where applicable, the participants explained the organising function of the framework in the following extracts from their responses:

"To be honest, there is none. I think we don't know enough about the system or concept organizing function in context, we need to do more research and have more input before we can go forward and start putting in procedures for professional development of teachers" (HoD2B).

"I just think it's laziness on our side. We do not organize for the development of our teachers" (DPA).

"We don't have procedures or policies in place for CPTD. We only have the IQMS policies and procedures. We use those as the CPTD policies" (TB).

These responses suggest an absence of any formal organising function when it comes to professional development programmes. It appears that there are no clear structures for professional development or specific organising functions which could be attributed to the management of professional development as a whole. As discussed previously, a high level of informal learning and development takes place in schools. This could be why there is a lack of structures for, and procedures to be followed, in the professional development of teachers. Kyndt *et al.* (2016) characterise informal learning as having lower levels of organisation and usually occurring in an *ad-hoc* manner. This further explains the disorganised nature of professional development activities emanating in this study.

Cremin and Arthur (2014) recommend that teachers should take a personal interest in their own professional development as they view professional development as fulfilling a basic intrinsic need. They further suggest that the onus for the organisation of professional development should rest with the educators themselves as they are able to organise according to their assessment of the needs and resources required. An effective part of the organisation of professional development is the development of materials that address the needs identified during the planning phase (Cremin & Arthur, 2014). In the absence of this step the identified needs are usually addressed with generic materials which, at times, are ineffective in a 'one size fits all' approach.

The process of organising professional development should not solely involve the sourcing of resources; it should also include the organisation of control mechanisms, such as feedback and recourse (Aslam, Adefila & Bagiya 2018). Aslam *et al.* (2018) are of the opinion that an organising role should be the responsibility of individuals as it adds value and accountability to their professional development.
Essentially, in this study it was found that there was a lack of documentation that showed the structure and processes followed in the process of the professional development of teachers.

4.5.2.3 Sub-Theme 3: Leading
The third function of the POLC management framework speaks to how leadership attributes to processes. The functions of leadership include motivating and influencing

the behaviour of others. The participants in this study described the leadership roles in the following ways:

> "We are lucky our principal, if there are management seminars, he sends us when possible. He motivates us to attend training" (HoD1C).

> "The principal encourages us to do professional development specially if there is something about management or so to go for training, once or twice a year" (HoD2B).

> "Our principal is a great motivator, if she comes across something that would benefit you she encourages you to take part" (TB).

> "I just love teaching, and that's why the principal pushes me. He said to me to just try, some people are just born teachers and it's fine if you just want to be like that but he can see potential in me so he just wants me try it out" (TC).

> "There are some of the leaders that will say 'hulle gaan net jou tyd mors' [they are just going to waste your time]; they discourage us from attending training" (DPD).

Although one participant said that his/her leadership had suggested that attendance of professional development programmes was not of any benefit, it appears that the majority of the SMT members in this study, especially the principals, motivate and encourage the educators to attend professional development courses. The influence that principals assert on their staff was perceived to be mostly positive. According to the majority of the participants' responses, the leading function of the POLC management framework seems to be fully implemented in the management of professional development.

A study by Cameron and Lovett (2015) indicates that organisation and leadership in school have an impact on educators' commitment to their functions and roles and to their general job satisfaction. This suggests that even though there was evidence of a lack of professional development structures, relationships between the principals and

the educators have a positive influence on how they perceived professional development activities.

Vidyasagar and Hatti (2018) believe that the use of role-modelling as part of the leadership role is effective in learning from others in terms of professional development. Role-modelling is a tool which could not only influence the professional development of teachers but also their personal development; it is, therefore, a more comprehensive and holistic approach (Vidyasagar & Hatti, 2018). Leadership in schools heavily impacts on whether or not teachers participate in professional development and also on whether or not strategies and knowledge learned through professional development are implemented; leadership plays an important role in controlling professional development management (Whitworth, Maeng & Bell, 2018).

4.5.2.4 Sub-theme 4: Control

The fourth and final function of the POLC management framework refers to the control of the management process. This function is a reflective one which considers the three prior functions of the framework. During reflection the processes may be analysed and adjusted for further application, where necessary. By assessing the processes in the control function, relevant stakeholder tasked with the management of the process are able to identify areas for improvement. The participants in this study cited the control function of the professional development of teachers in the following responses:

> *"We have like a little form that we have to fill in that says, I went there; it was so many km's; that's what I did; 'dis wat ek geleer het' [this is what I learnt]. Then I try in the holidays to like sometimes when I have time, I do look at what I learnt but I must be honest with my workload it's a lot of paperwork and no time to implement new knowledge and skills* (DPD).

> *"We basically get together and we bring all our documentation and we sign off on it at that point in time, because to try and intervene unless it's at termly level, people are going to hate us"* (HoD1B).

"We do have a follow up, where once you've attended a course or a conference, we've got a documents which the teachers fill in. We have to fill in for our IQMS which goes to Mrs X, so we are keeping track the whole time" (HoDD).

"We might discuss it informally amongst each other but there is no feedback form or feedback session" (TB).

"There was no pressure, there was no pressure from anyone, whether you did it or you didn't do it. Nobody cares, nobody ask, nobody pushes you to implement the new things that you have learnt from professional development" (HoDA).

"…the department is exerting more and more control over the teaching. The ATP's that used to be guidelines are now national documents that cannot be altered or interpreted in a different way other than what is told by the facilitator. It's now sacred text; control has been taken away. So now we are babysitters who read and wherever there comes another little stumbling block then more controls are placed" (HoD1B).

The responses of the participants suggest different experiences of control in professional development activities. In some schools some measures or forms of control mechanism are in place while in other schools there is no accountability in the implementation of knowledge and skills gained from professional development training sessions. The control function differs extensively from school to school; some schools do not have any control mechanisms in place as there is no obligatory sense attached to control.

Control mechanisms that are in place seem to be related to administrative record keeping that reflect attendance and not, necessarily, the knowledge and skills gained in attending the professional development training. In a study by Cheon, Reeve, Lee and Lee (2018) it was found that a less controlling approach to professional development created a more supportive environment which enabled teachers to become more autonomous, leading to increased engagement in learning. The findings of the current study suggest that the lack of follow-up after training was a demotivating factor and the educators seemed less accountable in improving their pedagogy from what was delivered during professional development.

It is recommended that schools should institute internal control mechanisms for feedback and future professional development initiatives instead of relying on external control mechanisms (Kelly & Cherkowski, 2015). This is important as schools are able to develop control mechanisms that are suited to their specific school environment and their teachers. Control mechanisms may take on many different forms which the schools are able to identify in terms of effective practice (Kelly & Cherkowski, 2015). Kelly and Cherkowski (2015) maintain that reflective practice is an essential tool for the control of professional development as it allows teacher to obtain knowledge through their experiences which will then not only inform future practice but contribute to the planning and organisation of future professional development programmes.

Van den Bergh, Ros and Beijaard (2015) describe an effective control mechanism of professional development as an exercise of self-regulation which includes assessing the outcomes of a professional development process in comparison with the initial aims. This process includes the monitoring, regulation and control of multiple aspects, such as motivation and behaviour, during the process which makes teachers aware and conscious of the impact of these aspects on their professional development (Van den Bergh *et al.*, 2015).

However, in this study the findings suggest that this control mechanism - which is part of the management framework - seem to be undertaken simply as a record-keeping exercise and not for comparison with previous experiences of development activities or an indication of individual teacher's progress and growth. Only in one school did the researcher find a feedback form, the completion of which was seen as part of a voluntary exercise and as an administrative task. The form lacked depth and detail in terms of feedback; it was not really informative as it only reflected the records and the logistical details of the programmes attended. It did not include any details of growth or development and the impact of the training on practice.

In the examination of documents, the minutes of various meetings did not include any mention of professional development as an independent concept. However, there was evidence of informal training being undertaken and planned for in a simple basic manner. From the documents it was clear that professional development on its own

does not feature regularly in school records; this could be due to the lack of clarity and direction in the management of the professional development activities in the schools that were involved in this study.

4.5.2.5 Summary of Theme 2

The participants' responses in this theme partly address Fayol's POLC management framework. It seems that from their experiences that the POLC management framework has limited application in the management of the professional development process; the planning, organising and controlling functions were almost non-existent. It was only certain leading functions, such as motivating and encouraging educators to attend professional development opportunities, that some of the participants observed as effective in their schools.

4.5.3 Theme 3: Contributors and Inhibitors of Professional Development

Success in the management of professional development by SMT members in schools is dependent on practices that are in place which contribute to management processes. It is important to understand the successes of, and challenges faced by, SMT members and educators in the management of professional development in order to comprehend how challenges are overcome to ensure effective management. This theme looks specifically at contributors and inhibitors that affect professional development and its management.

4.5.3.1 Sub-Theme 1: Undergraduate/PGCE Training

This sub-theme speaks to the initial teacher training received by teachers as the applicability and relevance of the content of initial teacher training influences the pedagogical abilities and work practices of teachers in their own school environment. The preparatory training of teachers should include all aspects that affect and contribute to their expected roles. An analysis of the experiences of educators regarding how their undergraduate/pre-service or initial teaching training inhibits or contributes to the management and understanding of professional development assisted the researcher to assess the extent and the influence of the initial training received by teachers on their teaching careers. Supportive evidence was found in the following extracts from participant responses:

"*… to develop an educator; to give the best of their personal capabilities because what you learnt at varsity and what happens in practice are two totally different things. I don't think anything I learnt through my PGCE equipped me for teaching*" (TD).

"*As a first-year teacher you come out of varsity knowing nothing. I mean our attrition rate is terrible and the student teachers that we have, they walk in with smiles they walk out with Xanax™[a medication mostly used for the management of panic or anxiety disorders] and things like that*" (HoD1B).

"*So, the training facilities need to be changed. I think it starts from the basics, the people that you're getting in. I personally believe that educators should be screened*" (DPA).

"*I personally put in my PGP that I need to have more assistance with methodology*" (TB).

It appears from the responses of the participants that undergraduate or initial teaching training is considered to be poor in general terms. The reality of day-to-day practice does not seem to be communicated during this training. New teachers are entering the profession unprepared for the reality of being a teacher. Both undergraduate training and the PGCE does not appear to prepare candidates for the application of their knowledge in practice. This means that the further professional development of teachers is needed to meet the demands of the work or school situation with their pedagogical knowledge and abilities. This finding contains factors that contribute to the need for the professional development of teachers.

According to the literature, in Finland initial teacher education introduces professional development at a very early stage. The main aim of the initial teacher training programme in Finland is to mould educators into researchers and users of research as well as to encourage them as students to become autonomous and to engage extensively in the professional development programmes that are available to them in training institutions and in various areas of specialisation (Darling-Hammond, 2017). The training structure links pre-service training closely to in-service training in the form of the professional development of teachers; there is a great deal that South Africa

can learn from other countries in terms of the career development of teachers. DeMonte (2015) is of the opinion that teachers who undertake initial teacher training that includes more methodological, pedagogical, coursework and practical teaching experience feel more comfortable in their positions as well as in engaging in continuous learning because the concept is first introduced during their training.

In a study conducted by DeMonte (2015) evidence emerged that practical teaching experience has a great influence on teachers' successes; teachers who undertake training that includes more contact time in classrooms are exposed to the realities of the profession which are not taught in teacher training programmes. Mukeredzi, Mthiyane and Bertram (2015) believe in the necessity to mentor PGCE students during their teaching practice and once they are in posts following graduation. This kind of mentoring is deemed important in filling in the gaps of the postgraduate training when compared to undergraduate education training (Mukeredzi *et al.,* 2015).

4.5.3.2 Sub-Theme 2: External Input

With the concept of professional development stemming from departmental bodies which govern and guide educational practices in South Africa, it is important to understand what role external bodies play and the input they make - as perceived and encountered by the educators and SMT members who participated in this study. Although this research was aim directly at the management of professional development, some insight into external forces that influence it could guide and mould management processes in schools. The participants' responses related to external input are given in the following extracts:

> *"I think the department is a bit vague about it. There are a lot of cut off dates. We have to go into the system and load our marks or our points but they don't really say the reason behind it. The whole system hasn't been explained very well to the teachers. Where the union, SAOU, they provide us with courses and that's our main source basically. I know I sound very negative and I'm not negative about the teaching career; the work load that comes from the teaching department, don't give us the opportunity to grow, as we would love to grow"* (HoDD).

"If it weren't for our unions who do training and the schools that do in-house training themselves, I think it would be a real disaster to education because how do we go further. I think sometimes the district doesn't know what we need" (TD).

"They don't communicate back to you, so you can log as many queries as you want to and then training is not done" (TC).

"SADTU has ordered the schools to disengage from the education department" (HoD1B).

"Things offered by the department is a waste of time. Some of their meetings, some of their training is so poor because of the people that facilitate it" (HoD1C).

"There is no help or information from the different facilitators which goes to show that even they don't know much about this" (TB).

"You know this SACE CPTD system thing is new to me. I haven't heard about it before. This system has not been explained to me which is not good" (TA).

From the responses of the participants in this study it appears that the education department provides insufficient and inadequate input on the professional development of educators and its management in schools. Poor or lack of communication between departments and schools is evident in the findings of this study. The quotations taken from participants' responses show their dissatisfaction with the quality of support and training provided by the Department of Education. Professional development does not appear to feature as a priority for the department and it seems that little effort goes into the professional development of its educators - possibly due to a lack of capacity. Another possible reason could be that the department lacks competent and skilled people to develop teachers in terms of new developments in education. The responses further indicate that the department has not undertaken extensive training or informative professional development sessions for the educators and SMT members.

The absence of effective training and support from the Department of Education seems to have made it necessary for teachers' unions to intervene and help train and support the teachers; the participants reported that the unions make more input regarding professional development. However, it does not appear as if they have made an input into the management of professional development; their input seems to be largely as contributors to the professional development of the teachers. However, participation by the unions could also be seen as an inhibitor when they encourage their members to question the demands and expectation of the Department of Education.

Darling-Hammond's (2017) published research on international education systems indicates that many governing education departments are exclusively assigned to on-going support for their teachers; they provide extensive professional development programmes to meet the needs of schools within their jurisdiction - a practice that has proved to have an effective impact on teacher retention and the quality teaching practices. Kafu (2014), however, found that many national governments were not attending sufficiently to their education systems; most African countries allocate the least amount of funding to teacher training and development which allows for few opportunities in capacity building and resource allocation. A large concern which emerged in the study undertaken by Prinsloo and Beckmann (2015) was the politically motivated destructive roles unions and politicians play in education. They found that some officials permit political and union alliances to unduly affect their work (Prinsloo & Beckmann, 2015).

4.5.3.3 Sub-Theme 3: Educators' Mindset

For professional development to be managed, the researcher assumed that professional development was taking place. This sub-theme arose in participants' responses that reflected their attitudes and mindset and those of other teachers which plays a major role in terms of whether or not professional development occurs successfully; if it occurs, only then can it be managed. The participants' responses suggest that educators on all levels need to have a certain mindset for professional development to take place; some participants' differed in their approach to professional development:

"You must be teachable, for any person who is not teachable, there's no professional development. It's actually a bit negative when they're forcing us to do something that we do not want to do. There's no passion for it so nobody actually wants to do it" (DPE).

"If somebody has a teachable spirit you are always going to gain and as I told you, if you do not have a teachable spirit then it's just a waste of time" (DPA).

"As soon as they see something like CPTD they go 'oh gosh it's more paperwork'; they don't see the long-term benefit of the monitoring process because when CPTD enters the room it is seen as the same as that almost pointless cases. Mind-set is a big problem, running at full capacity in terms of everything, in terms of our time, our mandate and things like that" (HoD1B).

"The effort is not always there or the love for it. 'ja' [yes], the love gets squeezed out because of all the paper work and that 'ja' [yes]…" (HoD2C).

"To us it's just a 'schlep' (nuisance); another piece of paperwork" (HoD1C).

"To me it's a waste of time and ineffective in what it is trying to achieve. It's going to end up like the e-toll system. If the majority of teachers don't partake then they won't be able to hold anyone accountable" (TB).

The above responses seem to indicate that due to various factors educators at different levels are stretched to capacity in terms of their roles. It appears that there is a certain negativity concerning professional development, especially since it does not appear to be perceived as a valuable exercise that may lead to improved work done by teachers. Professional development is associated with, and reduced to, an overload of paperwork. The teachers' negative attitudes to professional development emanating from the demands of the Department of Education suggest that there is no positive mindset or willingness to be taught new things. This shows a lack of the participants' passion and commitment to make improvements in their professional career.

An interesting relationship between professional development and teachers' attitudes or mindset is indicated by Korthagen (2017) who maintains that negative perception can be overcome by professional development programmes which address issues of core issues and values and include an emotional connection in their impact on education. The importance of content or methodological programmes is evident. However, Korthagen (2017) suggests that the development of people and their psychology is just as important in order to achieve a holistic development which, in turn, increases the effectiveness of contextual programmes. The approach should be to develop people as a whole and not just in part. Cremin and Arthur (2014) believe that educators work in terms of their own individual outlooks and personalities and that these have an immense impact on their approach to, and the outcomes of, their professional development.

In this study it was found that effective teachers have a positive attitude and that they are motivated to improve their teaching and its outcomes. By participating in professional development and programmes that can effect changes in practice teachers' enthusiasm for teaching will be increased and, in turn, increase motivation to achieve the goals of successful teaching and learning. (Sharma & Pandher, 2018). Sharma and Pandher (2018) are of the opinion that this positivity will not only effect change in education but also be extended to external communities.

4.5.3.4 Sub-Theme 4: Resources
Similar to the previous sub-theme above, the researcher assumed that for professional development to be managed it needed to be taking place and in order for it occur there is a need for adequate resources to support development initiatives. The second function of Fayol's management framework refers to organising. The management process where the allocation of resources is located is in this function; the sub-theme was explored in terms of availability and assigning of resources for professional development. The following responses are extracts from the perspectives of the participants concerning the availability and access to resources:

> *"If I had the time, but I've never had time to do research so I think the work load, we need more posts, we need to create jobs, and finances are a problem"* (DPD).

"You seriously don't have time, I can't take time off work to go to these places. I can't go to an afternoon course because of my coaching commitments (DPE). *"Time is always a problem, you don't always get to do what you really want to do with your staff because of time"* (HOD1C).

"The price is the big problem. With the salaries that we get, you can't really buy into the CPTD system, but we don't actually have the finances to actually say that I'm willing to pocket out R1000 for a 2-day course and I'm going to be a better person after that, but I'm going to be poorer at the end of the month, when I need food on my table. I can say that I'm a professional but I don't have food" (HoDE).

"I can see that some people don't develop because there is either no money or time; we are so busy" (TA).

As in the previous sub-theme, the workload of educators plays a major role in whether or not they engage in professional development. It appears that due to the heavy workloads of educators that the most essential resource, namely, time is severely lacking. The respondents indicated that they cannot find sufficient time to complete their current tasks and, therefore, they find it difficult to engage in professional development activities. Another resource that featured strongly in participants' responses was finances; it seems that there is insufficient funding available to participate in professional development. Ironically, there is a suggestion that the cost of professional development opportunities in themselves contribute to the lack of available finances. It is possible that there could be situations in certain schools where money is allocated for more pressing or fundamental items rather than the financing of the professional development of teachers.

Darling-Hammond, Hyler and Gardner (2017) also maintain that a lack of resources is one of the major challenges to professional development which affects its implementation. Research shows that there is a significant imbalance in equity when educators, who are more affluent or obtained financial support externally, are afforded more opportunities compared to those who cannot self-fund their involvement in professional development (Darling-Hammond *et.al.,* 2017). It seems that the main

issue that educators face in participating in professional development is the ability to find and allocate time to professional development; in organising programmes effectively, an ability to coordinate all participants' availability poses a major challenge (Coe, Aloisi, Higgins & Major, 2015).

Graham, Bahr, Truscott and Powell (2018) support the finding that teachers feel that there is very little time available for involvement in other 'tasks', such as professional development; they have reported that their 'off' time was consumed with activities, like extra lessons for learners who are struggling, as there was insufficient time to attend to these activities in the course of the school day.

4.5.3.5 Sub-Theme 5: Administration

The administration of professional development is part of the various functions in Fayol's management framework, such as the organising function where - once again - resources are allocated. The process of administration can only occur if there is sufficient time to do so and any other resources that are required are available. In the leadership function administration is most important; leadership is effective in motivating and guiding participants to follow and adhere to tasks as planned and organised for in the previous functions of the framework. Finally, administration is found in the control function which is a source of evidence and data that can be used in assessing the success and effectiveness of a process - in this case professional development. This sub-theme featured regularly in the responses from the participants as evidenced below:

> *"I'll do it just to get the points so they'll keep their mouths shut"* (DPE).

> *"The system doesn't encourage us to improve; the system encourages us to get paper work out. Until the teachers have buy-in to recognise it's an important process and until the school administration sort of sees it as a just a piece of paper that must be done, it's going to be a problem"* (HoD1B).

"I don't say other subjects have the same amount of preparation but it's a humungous job each afternoon, especially with the prescribed work which they've changed now" (HoDD).

"My honest opinion is that this system is bureaucratic box ticking" (TB).

There appears to be overlap where various themes address the same core of functions. From the responses of the participants, it is evident that the full workloads of educators do not allow extra tasks that the educators consider to be unnecessary. The objectives of the professional development initiative seem to be misunderstood and not achieved as intended; some of the participants in this study perceive the professional development system as a routine meaningless exercise. The educators seem to view the administration associated with professional development and its management as extra and unnecessary administration work which is not the aim of professional development stipulated by the Department of Education. Cameron and Lovett (2015) found that educators reported that unnecessary aspects to their functions and roles added feelings of stress and work-overload; time is spent attending to factors other than teaching and learning - the core business of education. Professional development is often perceived as extra work (Cameron and Lovett, 2015).

Due to excessive paperwork and administration Grant (2017) also found that teachers experienced high stress levels which could lead to them ignoring the need to participate in professional development. It seems that educators feel that their ability to deliver quality education is hindered by excessive administration and paperwork; it appears that compliance to bureaucratic practices takes priority over the deliverance of creative and quality teaching. Excessive amounts of paperwork lead to inflexibility in the classroom which prevents educators from developing and integrating new improved practices (McShane, Hatfield and English, 2015). McShane *et al.* (2015) are of the opinion that education authorities should be aware of the fact that the functioning of schools does not rely solely on paperwork and administrative tasks; this view deviates from the aims and goals of education.

4.5.3.6 Summary of Theme 3

The responses of participants that gave rise to this theme indicate that there are factors that support the need for professional development as well as inhibitors which negatively affect professional development. There is some indication that support is offered by external sources, such as teacher unions, but these support systems do not adequately meet all the professional development needs of teachers. The challenges that educators face in order to successfully engage in professional development appear to be overwhelming which makes current professional development a daunting exercise. The majority of responses included factors, such as inadequate support from the department of education; heavy workloads leading to limited time for professional development; and a lack of financial and material resources as well as poor communication between schools and the Department of Education, that hinder the professional development of teachers.

4.6 Summary of the chapter

In this chapter the participant and research site details were described in order to provide a context for readers. The research findings were presented and discussed in relation to those identified in the relevant available literature. The next chapter provides a summary of the research findings draws conclusions and makes recommendations.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter, Chapter 4, the data collected by means of semi-structured interviews was discussed. Interviews were conducted in various secondary schools within the Ekurhuleni District with selected participants from various post levels, including Post Level 1 educators, heads of department and deputy principals. Documents collected from the schools were IQMS policies and forms, professional development plans, minutes of meetings from departmental and staff meetings, external memoranda and professional development feedback forms. The data analysis process involved the transcription of participants' responses in the semi-structured interviews; grouping transcriptions in terms of the interview questions; and examining collected documents. Research and field-notes obtained during the data collection process were also included in the analysis. From the analysis themes and sub-themes emerged which were aligned with the research sub-questions in order to answer the main research question. The theoretical framework presented various concepts which informed the themes. Chapter 4 also presented the research findings and discussion linked to the literature. The findings were presented in themes that

were aligned with the research questions and sub-themes that were supported by direct quotations from the participants' responses.

In this chapter, Chapter 5, the researcher summarises the research findings, draws conclusions and makes recommendations. The delimitations and limitations of this study are also discussed.

There were three participants from each of five identified schools including three deputy principals, seven HoDs - two of whom were senior HoDs who participated in place of absent deputy principals and five Post Level 1 educators.

5.2 Summary of Findings

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

5.2.1 SMT Members Understanding of the Concept 'Professional Development' and the roles they play in the management in the professional development of teachers

It was found that there was no clear, common understanding of what professional development is across all the sites and the participants. The misconception of professional development emerged in participants responses that blurred the function and individuality of the concept as a whole. The concept of professional development was identified as a function of certain posts by, more specifically, the heads of department and deputy principal participants. While some of the participants perceived the concept as a positive one with the aim of educational improvement others described professional development as an informal process which forms part of the daily functioning of schools with formal programmes originating from external sources.

Misconceptions of the concept included that professional development was another control mechanism which was part of a bureaucratic system. From the different explanations of what professional development entailed it seems that there is no consistency in the understanding of the concept from various different sources and without a clear understanding that is consistent with policy it will be difficult to reach a generalised understanding of the concept which would inform the different roles.

The findings of this study show that the roles played by SMT members in the profession development of teachers include general management tasks that are part of their job functions. The roles do not specifically address professional development and, therefore, it is not clear as to who is responsible and accountable for what. Within the South African context, the evident disconnect between the education department and schools is a source of negativity and resentment. The comparison of professional development and the SACE's introduction of it and the e-toll system is self-explanatory and speaks volumes concerning the acceptance and buy-in from the schools and educators.

5.2.2 How SMT Members Manage Professional Development in Terms of Planning, Organising, Leading and Controlling

The participants in this study revealed that there was no specific or standard management of professional development being undertaken in the schools which related to Fayol's management framework. The most prominent function of Fayol's management framework which emerged in a large part of the data was the presence of good leadership and its effect which, in most cases, motivated and ensured that informal or formal professional development was undertaken. The effective management of principles and processes of professional development appears to be superficial in schools. In most instances planning and organising functions were non-existent or minimal; for example, there was no evidence of planned professional development activities or structures and procedures that are part of the organising process in management. The control function seemed absent; however, where it was present, it was undertaken as a voluntary function without follow-up which defeats the entire aim of the function. No control measures were in place to affirm the achievement of the objectives of professional development.

It appears that professional development is not seen as a process which requires management to an extent that Fayol's framework may be applied in its entirety. Without clear guidance from the Department of Education regarding professional development, it seems that schools are left to their own devices in deciding on strategies to use in the management of the professional development of their teachers.

5.2.3 Factors that Support the Management of Professional Development and the Challenges Experienced

This study explored the factors that both support and inhibit the professional development of teachers. The findings show that there are more inhibiting factors than enabling ones. It was found that factors that contribute to the need for professional development include a positive mindset and external positive union interventions. The inhibiting factors or barriers to the professional development of teachers were identified as insufficient external support, a negative mindset, insufficient resources and excessive administrative tasks. This finding implies that educators' attitudes play an important role in how educators perceive and engage in professional development.

The concern expressed by the participants that educators are overworked and have insufficient time to engage in any professional development was evident and shows that a priority for professional development is low and not considered important in the larger scheme in schools. Unfortunately, due to misunderstanding professional development; misconception concerning its practise; and no clear and thorough input from the Department of Education, the importance of profession development is diminished. It is difficult to engage in something if you do not understand it or lack the capacity for it as the main core business of teaching and learning will take priority and anything else is seen as optional and possibly unnecessary.

5.3 Delimitations of the Study

The delimitations, as previously discussed, were in the boundaries set by the researcher; they included using only secondary schools in the Ekurhuleni District which proved to be disadvantageous for the study as the size of the district proved problematic and not many schools were interested in participating in the research. This problem caused the researcher a great deal of stress - over seventy schools were approached. The exercise of requesting schools to participate in the study was lengthy and demotivating as it caused a ripple effect in terms of delaying all other processes.

By setting the delimitation in the selection of schools, the data obtained was limited to secondary schools where the priority was to obtain good Grade 12 results; the priority would be different if primary schools were included in the study. A further delimitation was the use of semi-structured interviews and document analysis; the data collected

and the documents analysed were limiting in terms of the amount of information that could be extracted. By imposing this limitation, the researcher was unable to source any other method for data collection which may have produced a richer yield.

5.4 Limitations of the Study

The limitations of the study appeared to be significant during the data collection process. As previously mentioned in the discussion of the delimitations above, the majority of the schools that were approached to participate in the study were unwilling to do so. In addition, from the research journal notes and interview responses there was a clear indication that some of the participants used the interview process as a platform to air their views on many other aspects of the education system which frustrated them. The researcher experienced great difficulty in overcoming this problem due to her inexperience as a researcher; she found the process of refocusing the interview on professional development problematic.

It was intended that the original sample of participants would include a deputy principal, head of department and a Post Level 1 educator with a specific amount of experience from each school. However, at some research sites this was not possible because of the schedules of individuals. When some Post Level 1 educators, without the prerequisite experience, were included and interviewed their lack of knowledge and experience was evident; some of them had not been exposed to professional development, a factor which would not lend itself to the collection of rich data. Although lack of knowledge was a cause for concern, those participants' responses contained data which informed an answer to the research question.

5.5 Conclusions

The aim of this study was to answer the main research question on how SMTs manage the professional development of educators in schools. The answer is simply that SMTs manage the professional development of teachers in an informal manner without any specific processes or procedures guiding the process. In some cases, the management of professional development is blatantly absent. The findings revealed that for some SMTs this conscious management function of professional development may only sometimes be applied in schools and in other instances not at all. In South Africa professional development in education appears to be a new concept which is

why there is a need for guidelines and assistance to ensure that it is embraced and applied in order to benefit education – as reported in the literature. SMTs play a key role in the success of professional development and they should ensure that identified areas of concern are addressed by professional development.

The management of professional development in addressing areas of concern will result in rewarding processes and improvements which will ensure that teaching and learning from educators as professionals is of a high standard; this will also benefit the profession as a whole. As professionals, educators strive to uphold the standards of professionals and to ensure that their qualifications, knowledge and expertise is valued. Without an input from educators on policy and processes related to their own professional development, they seem to feel that the Department of Education is undermining their professionalism which, in turn, negatively affects their willingness to participate in, and accept, the professional development initiatives that the department offers.

5.6 Recommendations

The following recommendations are made in relation to the conceptualisation of professional development and the roles of SMT members; the management and contributors and inhibitors of professional development; and further research regarding professional development.

5.6.1 Recommendations Related to the Conceptualisation of Professional Development and the Roles of SMT Members

The researcher recommends that

- the Department of Education should undertake in-depth research which includes input from schools and educators on professional development activities that would benefit teachers and the advancement of their careers.
- the process and concept of professional development should be clearly defined by the Department of Education and in schools to ensure a common understanding of what is expected of school leaders and educators.

- extensive and well-informed training needs within school should be identified by researchers before planning for training begins.

- the Department of Education should train facilitators before they are given the task of developing educators.

- the Department of Education and schools should conduct awareness campaigns on the importance and value of professional development for teachers' careers.

- professional development and the concept of lifelong learning should be introduced during undergraduate training so that its importance may be emphasised; the importance of professional development should be contained in a module in undergraduate programmes to equip future educators and engage them in strategies of continuous professional development as part of being a teacher to avoid the misconception that professional development is a control mechanism used by the Department of Education.

- the management of, and the engagement in, professional development should be clearly incorporated in post portfolios. By incorporating it in the description of job functions it will be accepted as a task and duty of the job which needs to be done; it will make it more acceptable and ensure compulsory engagement in professional development.

5.6.2 Recommendations for the Management of the Professional Development of Teachers

It is recommended that

- the Department of Education should provide schools, SMTs and educators with clear management guidelines concerning relevant processes. In doing so, training that takes place should address the planning of professional development activities in schools; insight from schools should be acquired during the assessment of the planning function; and a clear plan should be presented to possible participants to show that the programme is well planned - which would reassure attendees that the programme is of a high standard.

- the organisation of professional development should be undertaken by allocating sufficient and appropriate resources as finances and time are major

factors that challenge professional development; programmes should be incentivised or subsidised; and individual workloads should be decreased to provide time for professional development during workdays.

- SMT members should undergo specific training and, possibly, further education to qualify for their positions; the training needs to include leadership and management as well as specific staff management skills. Strong focused leadership SMT functions and skilled members are needed to motivate educators to be engaged in professional development activities and to identify areas for development.

- the control function of the management framework should be included in the management guidelines provided by the education department; the reasoning and motivation for the control mechanism should be clarified. The control mechanism should not be considered to be in place for negative reasons; it should be used for positive reinforcement and for further application to improve future professional development activities.

5.6.3 Recommendations Concerning Contributors and Inhibitors of Professional Development

It is recommended that

- collaboration between unions and the Department of Education should create and establish a mutual position for the success of professional development; unions and the department should collaborate on planning and managing professional development.

- schools and educators should be offered incentives to participate in professional development; incentives should not, necessarily, be in terms of finances as a recognition of development should be sufficient; it should act as a motivation for participation.

5.6.4 Recommendations for Further Research

It is recommended that

- further research should be undertaken concerning the development and implementation of policy that addresses the professional development of teachers.

- the management processes used in the development and implementation of specific policies at national, department and internal school level should be explored.

- other research methodologies, such as using a larger sample and administering questionnaires, should be undertaken as it may yield results that could be generalised.

- the perceptions of other stakeholders, like union representatives and officials from the Department of Education, should be investigated to give a broader view of the phenomenon, 'professional development'.

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ANNEXURES

ANNEXURE A: PERMISSION LETTER FROM THE GDE

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

	8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	23 April 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018 2018/36
Name of Researcher:	Botha D
Address of Researcher:	30 Grampian Road
	The Hill
	2197
Telephone Number:	084 530 0307
Email address:	Dominique_dos_santos@hotmail.com
Research Topic:	The management system of Continuous professional Teacher Development in Secondary School
Type of Degree:	Med
Number and type of schools:	Five Secondary Schools
District/s/HO	Ekurhuleni North and Ekurhuleni South

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: 1

Making education a societal priority

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

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

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

Kind regards

Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 23|04|2018

2

ANNEXURE B: PARTICIPANT PERMISSION AND CONSENT LETTERS

LETTER TO SCHOOL PRINCIPAL

Dominique Botha

Department of Education

Management, Law and Policy

Faculty of Education

Groenkloof Campus

University of Pretoria

George Storrar Drive and Leyds Street

Groenkloof

0027

Date: _____

Dear Principal

Participation in Research Project

My name is Dominique Carmen Botha and I am a MEd student at University of Pretoria. I am conducting research on **The management of professional development of teachers in secondary schools.**

My project supervisor is Dr T Ogina, a senior lecturer at the University of Pretoria.

The Gauteng Department of Education and the Ekurhuleni North and South District have approved my research and a copy of the approval letter is attached to this letter.

I would like to request permission to invite your deputy principal, a head of department and an educator at your school to participate in this study. The study has been approved by the Ethics Committee of the Faculty of Education at the University of Pretoria and has been given the reference number: EM18/02/08. The aim of this study is to investigate how professional development is being managed in schools.

The data will be collected by means of audio-recorded semi-structured interviews and document analysis. Each interview will take approximately 40 minutes. Only

participants who have given their consent will participate in this study. The data collected from this study will be handled with strict confidentiality and neither the school nor the participant will be identified in any publications. The participants who participate may withdraw at any time during the research process without any consequences.

After I have received approval to approach participants in your school to participate in this study, I will obtain informed consent from the deputy principal, an HoD and an Educator and arrange a time for data collection at your school.

It is hoped that this research will enable school management teams to benefit from the successful practices of others in the management of professional development within their schools.

Should you have any questions regarding this study, please contact me Dominique Botha on 084 530 0307 and at Dominique_dos_santos@hotmail.com or my supervisor, Dr T Ogina, at teresa.ogina@up.ac.za

Thank you for taking time to read this information.

Your Sincerely

Mrs Dominique Botha
Student number 15055312

CONSENT LETTER FROM SCHOOL PRINCIPAL

Student: Dominique Botha, 15055312

Researcher Supervisor: Dr T Ogina

Department of Education Management, Law and Policy

Faculty of Education

Groenkloof Campus

University of Pretoria

George Storrar Drive and Leyds Street

Groenkloof

Pretoria

0027

Date: _____

Dear Mrs Botha

Research Project: *The management of professional development of teachers in secondary schools*

I give consent for **Dominique Botha** to do research at _____(name of school) and approach participants to participate in this study.

I have read and understood the purpose of this study. I understand that

- participation by the school and the participants from the school is voluntary and that participants may withdraw at any time during the research process without consequences.
- the deputy principal, an HOD and an educator will be invited to participate in the study.
- only those who have consented to participate in the research will contribute.
- The data collected will be handled with the utmost confidentiality and anonymity.
- the name of the school and participants' names will not be identified in any published documents or reports.

For more information and clarity on the project I may contact Dominique Botha on 084 530 0307 or by email at Dominique_dos_santos@hotmail.com or Dr T Ogina, her supervisor, at Teresa.ogina@up.ac.za.

Principal: _____

Date: _____

Signature: _____

LETTER TO PARTICIPANTS

Student: Dominique Botha, 15055312

Researcher Supervisor: Dr T Ogina

Department of Education Management, Law and Policy

Faculty of Education

Groenkloof Campus

University of Pretoria

George Storrar Drive and Leyds Street

Groenkloof

0027

Date: _____

Dear Deputy Principal/HOD/Educator

RESEARCH PROJECT

My name is Dominique Carmen Botha and I am a MEd student at University of Pretoria. I am conducting research on **The management of professional development of teachers in secondary schools.**

My project supervisor is Dr T Ogina, a senior lecturer at the University of Pretoria.

The Gauteng Department of Education has approved my research and a copy of the approval letter is attached to this letter. I am inviting you to participate in this study but before you agree to participate in this study please read the information concerning this research given below.

The purpose of the study is to find out how school management teams in secondary schools in South Africa manage the professional development of teachers. It is hoped that this research will enable school management teams to benefit from the successful practices of others in the management of the professional development within their schools.

If you agree to participate in this study the data will be collected by means of audio-recorded semi-structured interviews and document analysis. I will conduct interviews which will take 40 minutes each. Only participants who have given their consent will participate in this study.

Data collected from the study will be handled with strict confidentiality and neither the school nor the participants will be identified in any subsequent publications. The participants who participate may withdraw at any time during the research process without any consequences. Before commencing with any data collection, I will come to the school and explain the research and what each of the participant's role will be. I will explain how I intend going about the research and how the audio-recordings will be done.

I would like to thank you for agreeing to assist me in this project. I hope that the information obtained from the research will benefit you in identifying different management strategies for the SACE CPTD system.

Should you have any questions regarding this study please contact me, Dominique Botha, on 084 530 0307 or by email at Dominique_dos_santos@hotmail.com or my supervisor, Dr T Ogina, at Teresa.ogina@up.ac.za

Thank you for taking time to read this information.

Your Sincerely

Mrs Dominique Botha
Student number 15055312

CONSENT LETTERS FROM PARTICIPANTS

Student: Dominique Botha, 15055312

Researcher Supervisor: Dr T Ogina

Department of Education Management, Law and Policy

Faculty of Education

Groenkloof Campus

University of Pretoria

George Storrar Drive and Leyds Street

Groenkloof

0027

Date: _____

Dear Mrs Botha

RESEARCH PROJECT: The management of professional development of teachers in secondary schools.

I,_____, agree that I have been informed about the nature of the research and that my rights have been explained to me. I have discussed the project with the researcher, Dominique Botha, who is conducting the project for her MEd degree, supervised by Dr Ogina in the Department of Education at the University of Pretoria. I understand that if I consent to participate in this project I will be interviewed.

I understand that if I participate in this study my contribution will be kept confidential and I will not be identified in any subsequent research report. I also understand that there are minimal risks associated with this study and that I will remain anonymous; my participation is voluntary; and I have the right to withdraw anytime during the research process. My withdrawal will not affect me in anyway.

For more information and questions I may contact the researcher, Dominique Botha, on 084 530 0307 or by e-mail at Dominique_dos_santos@hotmail.com or her supervisor, Dr T Ogina, at Teresa.ogina@up.ac.za.

This letter is signed as a declaration of my consent, I declare that I participate in this project willingly and that I understand that I may withdraw from the research project at any time. Under no circumstances will my identity be made known. I understand that my contribution will be used primarily for an MEd dissertation.

Name: _____

Date: _____

Signature: _____

ANNEXURE C: INTERVIEW PROTOCOL

Individual Semi-Structured Audio-Recorded Interviews

The purpose of this schedule is to elicit responses from the deputy principal, heads of department and educator participants' experiences, understanding and management of professional development at their schools.

Deputy Principal Interview Questions:

1. Tell me about yourself. How long have you been at this school and what are your qualifications?
2. What is your understanding of Professional Development in schools?
3. What are your views on the benefits or the lack of benefits of Professional Development?
4. What Professional Development programmes are in place and available at your school?
5. What is your opinion of Professional Development programmes and the transformation of teaching practices?
6. What role do you play in the management process of Professional Development?
7. What are the management processes of Professional Development at your school?
8. How is the Professional Development system planned in your school?
9. How is the Professional Development system organised within your school?
10. What leadership practices are using in managing the Professional Development system at your school?
11. How is Professional Development system controlled at your school?
12. Do you receive any input or assistance with regards to Professional Development from the DoE? If so, please could you give some examples?
13. Do you have a personal Professional Growth Plan (PGP)? If so, what areas of improvement does it highlight? If not, what are the possible reasons for not having a PGP?
14. What challenges do you experience regarding the management of Professional Development? What works well?

15. Tell me about Standard Operating Procedures or Policies in place with regards to Professional Development at your school.

16. Is there anything else that you would like to tell me about CPTD and Professional Development?

Head of Department (HOD) Interview Questions:

1. Tell me about yourself. How long have you been at this school and what are your qualifications?

2. What is your understanding of Professional Development in schools?

3. Who plays a role in your professional development?

4. What Professional Development programmes are in place and available within your school?

5. What role, if any, do you play in the management of Professional Development at your school?

6. What are the management processes of Professional Development at your school?

7. Describe the management process in place regarding the professional development of your departmental staff.

8. As the Head of Department, what challenges do you experience regarding the management of Professional Development? What works well? Please could you give me some examples?

9. Do you have a personal Professional Growth Plan (PGP)? If you do, what areas of improvement does it highlight? If not, what are the possible reasons for not having a PGP?

10. What motivates you to participate in Professional Development?

11. Do you think educators benefit from Professional Development? Please elaborate.

12. Tell me about Standard Operating Procedures or Policies in place with regards to Professional Development at your school.

13. Is there anything else that you would like to tell me about CPTD and Professional Development?

Educator Interview Questions:

1. Tell me about yourself. How long have you been at this school and what are your qualifications?

2. What is your understanding of Professional Development in schools?

3. Who plays a role in your professional development?

4. What Professional Development programmes are in place and available at your school?

5. What are the management processes of Professional Development at your school?

6. Describe the management process in place regarding Professional Development.

7. Have you experienced challenges regarding the management of your Professional Development? What works well? Please could you give some examples?

8. Do you have a personal Professional Growth Plan (PGP)? If so what areas of improvement does it highlight? If not, what are the possible reasons for not having a PGP?

9. What motivates you to participate in Professional Development?

10. Do you think educators benefit from Professional Development? Please elaborate.

11. Tell me about Standard Operating Procedures or Policies in place with regards to Professional Development at your school.

12. Is there anything else that you would like to tell me about CPTD and Professional Development?

ANNEXURE D: SAMPLE OF INTERVIEW TRANSCRIPT

12 June 2018

School D

Interview 3

TD

10:11

Interviewer: Tell me a little bit about yourself. What do you do? What subject do you teach? What qualifications do you have?

Respondent: This is my 5th year at this school; it's my 8th year of teaching. I studied BCom Marketing Management at the University of Johannesburg and then I did my post-grad certificate in education through UNISA. At my previous school I taught EMS and accounting and business studies for Grades 8 to 10 and then I moved to here where I teach just business studies for Grades 11 and 12. I taught Grade10 before but this year my schedule just didn't work out, so I just have Grades 11 and 12. Recently I started last year as part of the schools management team so I am on post level one but I've been incorporated there if that makes sense and then I'm the grade head for Grade 10 and *ja* [yes] that's about it.

Interviewer: You do a lot. What is your understanding of professional development in the schools?

Respondent: So, to develop an educator to give the best of their personal capabilities because what you learnt in varsity and what happens in practice is two totally different things, I don't think anything I learnt through my PGCE equipped me for teaching, no. So, I think professional development is very necessary and I think it's very lacking in terms of what comes from the government and stuff or from the department of education. If it weren't for our unions who do training and the schools that do in-house training themselves, I think it would be a real disaster to education because how do we go further.

Interviewer: What union do you belong to?

Respondent: SAOU, I used to be with Naptosa at my previous school and then when I came here I moved to SAOU because I didn't receive any communication or anything from Naptosa or any support, and I thought OK new school, new union, let's give this a try and I must say I'm very happy with SAOU, I regularly receive all the e-mails and they're informing me at least of what's going on in the teaching.

Interviewer: There is a trend amongst the unions those that do and those that don't. So, who would play a role in your professional development?

Respondent: OK, probably varsity and what I learnt in my BCom degree, I think I really learnt much more and you really got lecturers there who I try and mimic or try and incorporate in my class because I think when you work with the high school students you must remember they're adults. So, I believe in treating them like adults, so treat them as they would like to be treated and then definitely my HOD. At my previous school I had an HOD who had no involvement at all, so actually when I left there we still go to the same district meetings, etc. and I have actually been here like 2 or 3 years already and they asked him a question at the district meeting and he couldn't answer the question based on the Grades 8 and 9 because he doesn't teach them and then he turned to me and I was like, OK. I can answer this question for you because this is what they use; this is what they do; but just realize that I haven't been there for 3 years, OK. So, I must say my HOD here is Mrs. xxxxx and total, total difference. She is a very A type personality. She knows exactly what's going on and she knows exactly what's going on in every subject and I absolutely love that. She is very hands on and she gives you advice and tells you OK but what about doing this or what about looking at that - without criticizing but constructive. So, yes, definitely my HOD. Biggest roleplayer at the moment for me and if I can be half the person she is as an HOD, I would be very happy.

Interviewer: It's good that you have such a good role model to model yourself on because your other HOD probably still thinks you're there.

Respondent: Yes, the funny thing to me is he still teaches there and he still asks questions and goes on and I'm not, I haven't been here for 5 years, but it doesn't look like there is any change or development where I think I learnt more in the 5 years that I've been here then I did in the 3 years there.

Interviewer: It's surprising because you would've actually learnt more there because it was the beginning the foundation of your career.

Respondent: Yes.

Interviewer: So, you have said that your HOD; so, she does mentor you a lot?

Respondent: Yes, and she's very hands on, very involved. I regularly tell my kids in class if the coke truck were to - if I were to be in an accident and the coke truck drives over me, don't worry your test will be on the next day still because my HOD knows exactly what's going on. She knows how my class works, you'll still write. Getting rid of me is not going to get rid of their problems.

Interviewer: That's nice. It sounds like you have a very good motivator.

Respondent: Very, a very good motivator and I like that she knows subject content as well. Because there is a difference between being somebodies HOD and saying you know and actually knowing and you know what is difficult for the learners and understand why I am maybe taking longer with certain topics even what the annual teaching plan may say, because you didn't realize that this is a more difficult topic. So, she has the experience of knowing what's going on and wanting to be involved and wanting to know what's going on. So, I think that's also, even though she doesn't teach the subject, she wants to know what the current trends are; wanting to know more about what's going on; following the news. Because I teach

Business Studies it's very news-based and so knowing what's the latest things; what strikes are going on; what can we use in our exam paper.

Interviewer: What professional development programs are available at your school?

Respondent: In the school, we focus very highly on academics. I once again, this school is totally different to how other schools are being run and Mrs. xxxxx, being my HOD she is also the spokesperson who tells us about all the professional development that happens from the different unions side and the school principal normally communicates to us if there is anything from the department. But in the 5 years that I've been here, there has not been 1 course relating to Business Studies from the GDE side, nothing. Content-wise nothing for my subject at all or for the 2, I'm also subject head for EMS as well because I used to teach it, there has been 1 workshop in the 5 years that I've been here.

Interviewer: Is there a trend on what gets more focus or is it just?

Respondent: I think it's just lack of resources at the moment, so a lot of the time people ask for discipline workshops and that is something that's gets a lot of focus, or the languages gets information pushed their way, but other subjects not really, not at all.

Interviewer: And from a district level? Is there any like, do you have a good input from your and support from your facilitator?

Respondent: Like my subject facilitator is great. I changed subject facilitators; the one moved to a different department; the first one excellent lady xxxxx, and I still have a really good relationship with each other, and we still chat to one another to find out how everyone is going. Very ongoing. She used to mark matric exams as well, so she knew what was going on, and then the new lady that came in used to be a deputy principal and used to teach Business Studies for everyone, so she's also very hands on. So, for example, I currently have an issue with the Term 3 SBA that my

Grade 12's are doing and I reported it to her and I told her I don't like the layout. What about this and what about that? As she is like totally keeping it steamrolling and that, and she actually said OK this is actually a bigger problem and she took it a level higher to our internal moderator. So, we are now waiting for feedback. So, I must say my subject facilitator is great with what she has; she shares. So, she's also good at sending emails the whole time and sending us resources or past papers or things that we can use at the different techniques.

Interviewer: So, district is supporting you; but when it comes to professional development programmes?

Respondent: Nothing, nothing.

Interviewer: Do you know of the management process regarding professional development at your school?

Respondent: No, no, That's all I know and I think there is room for asking, you know, what people would like to know about and what people would like to incorporate and seeing like we can tell the district. OK, because this is a question and it can't be at our school, the only school who needs development, so if a lot of schools could maybe just put in a request for a certain workshop then maybe the district will know because I think sometimes the district doesn't know what we need.

Interviewer: Do you think at the district level there should be somebody that focuses specifically on professional development?

Respondent: I think so because I'm somebody who focuses. I like watching YouTube videos on different teaching techniques. Especially I follow a lot of ladies from America and Sweden and Finland. OK, so there is stuff that they do which I wish we could incorporate in South Africa and I think if there was a person focused at district level, saying professional development is very important because it's going to make a better teacher and a better

teacher is going to teach better and it's going to be a better learner and we've going to have less discipline issues. Because I'm also somebody who believes if you teach the whole period, you won't have issues because there's no time for kids to have issues. It's because people don't know how to fill that whole period or and they've just focused on I've just got little bit 3 pages of content to cover today and once that's done they go to sleep and I don't think that would work. So I think if you could inform somebody and tell them OK let's teach the whole lesson and then maybe say that we know these little few 5 kids have a different issue then we can extract them into small groups. But I don't think people know about that, so I think if there was somebody at district level who's focus was professional development and actually, especially because teachers are saying, you need help and you need a lot of it because *ja* [yes] I think that would help a lot.

Interviewer: Have you experienced any challenges with regards to your CPTD?

Respondent: *Ja* [yes], OK so the login process, OK. I am a very type A personality myself, so I keep record of everything I do and I try to log it in to the CPD system, but a lot of the times the login process, like I took forever to figure out what my password was and then we realized it was the surname or whatever you've got it as, but they don't communicate back to you. So you can log as many queries as you want to and then it's not done. Then once you could start loading you could only load teacher initiated, you couldn't load anything else, then I made a mistake. Then I *per ongeluk* [by mistake] clicked twice on the I marked Grade 12 exams and I immediately logged and told them this was a mistake. I only marked one paper, I didn't mark 2 papers and now it's logged it, and they just sent a request back and said solved, and it's still showing there. It's an easy process to login. I think it's a very necessary process. I think it's, once everybody is trained and actually knows what's going on there, it could be very easy but I think, like as a system it's not very user friendly, like little things like that, there's no way for you to delete. If there was a delete button I could just do it myself. All log more than one thing at a

time, because now you have to start the whole process again from start, because you moderate Grade 8 scripts. You have to log it in as moderating Grade 8 scripts. You can't say I moderated this this this this, log it, done, or submit and done - that would make it easier.

Interviewer: With regard to the training. Have you received any like formal training on how the system works, how to log, etc.?

Respondent: There was a person who came to the school but like didn't tell us anything that I didn't know, OK, and then there was a person who came to the school as well. A gentleman, and he sat in the office and then he was there so we could ask some questions, and I went to him with this problem and I told him is it also possible if my points are as high as they are, and he just told me you're going to get a certificate, and I'm like but that's not going to sort my problem. And then he told me you're going to get a certificate and I told him I don't care about that but what about, I just need this to be off there and it has to be correct, what was showing there needs to be correct. And he was like, no, I must just log a request, and I'm like OK. I haven't even loaded anything for this year. I've got everything in my diary and I haven't loaded anything but I'm over the 150 marks that I'm supposed to have. And then I said OK but I haven't even loaded these things yet, and he was like you're going to get a gold certificate. And I'm like you clearly don't know what's going on here and I know from the other teachers had an issue where he was still logged onto the previous person's profile and he was logging new things. So, it's like they don't even know what's going on there; so I don't know how that's going to work. I don't know how to know that what you're putting in there is accurate because people can also say that they read how many teaching articles and how do you know it's actually true. I think if you could have like a little information box there; just like a little summary; or just saying to me what volume of which magazine it was number 1 and what volume and, a reference, like that would be so much easier. Because now people can say they read the YOU magazine, the kids section, and that was teaching related and it wasn't.

Interviewer: What would motivate you to take part in professional development?

Respondent: If I knew that there was a bigger reason for this and if I knew that everybody was going to do this. I'm trying to do this for my kids that's why I'm teaching, it's for the kids. So if I knew actually that somebody was going to see it and this was going to help me in my career because I don't want to be a post level 1 forever. So I'm very career driven and wanting to move up. That's why I moved from one school to the next to teach a higher grade level; that's why I applied to be a grade head. So if I knew this was actually going to be a good thing on my CV and say listen not only am I implementing this in my class, but it looks good on my CV, then people will actually acknowledge me, then why not. Then you would not mind attending workshops in the school holiday because you knew it was to better yourselves as well and it's actually going to matter.

Interviewer: Would finances incentivize it?

Respondent: Yes, if there was, like for example, if you could get so many points you can move up a salary notch, or you have to get so many points to qualify for the bonus. That would definitely make it, markers, I've been marking for the Grade 12's. Yes, you get paid but nobody knows when you're going to get paid; if you're going to get paid. If that system was just like saying there like a contract saying if you don't get paid this is what's going to happen. I think the same thing with professional development if you put an incentive system in there for people and say if you get so many points this is going to happen, then they'll do it, put it like a commission, like a sales rep that works for a commission. Why can't they just do the same thing? If you attend so many workshops but actually have to write a paper about it or actually learn something about it - not just sitting there eating the free snacks. That's not the idea, definitely not. So, I'm open for a quiz at the end or having to write a paper or a

review or submitting something to say that you're actually know what happened.

Interviewer: Is there anything else?

Respondent: I think the CPTD system is a good system. I think it has a lot of potential, but I think it needs work, and I think our school system needs a lot of work to enforce why is it important because there's many people who have been teaching for 40 years. Then they say, but I did it like this 40 years ago, but the kid who was in their class 40 years ago is not the same kid as we have now. You need to keep up with what's happening in and around you and I think the only way to do that is professional development.

Interviewer: Do you think it should be made compulsory?

Respondent: Definitely, definitely. I think you should actually say that after 5 years your degree is stagnant and you need to keep it alive. You need to revise it, so do a refresher course, or say you need to earn so many points or you need to do this at school. But I think a lot of emphasis is placed on sports and sports development but nobody worries about the academics, so if you coach then you need to go get reevaluated to umpire. But nobody worries about if you got your degree 30 years ago, and you're teaching Grade 12 the same content even though the curriculum has changed. Nobody is actually checking that those teachers are actually doing something new because they're like Macbeth then, Macbeth now; same thing, and I think that's scary. I think you're actually doing an injustice to the learners then, and then they find it boring and if a kid finds you boring they're not going to learn. You need to connect to them on their level.

Interviewer: Thank you very much. (Interview ended 10:45.)

ANNEXURE E: DOCUMENT ANALYSIS PROTOCOL

The following documents were analysed.

Document	Information I will be looking for
Professional Development Plans/Professional Growth Plans.	• Identify areas highlighted for development

	• Plans for development.
Professional Development Portfolio	• CPTD programmes attended • Areas for development • Reflection on programmes • Membership of a professional association.
IQMS files	• PGP's of all educators • IQMS visit reports • Minutes. • Biographical data
Government Gazettes	• New policies and frameworks for professional development.
Acts	• New policies and frameworks for professional development.
Circulars and memoranda	• CPD Programmes available.
School Development Plans	
Staff Meeting minutes	• Discussions and evidence of CPD.
HOD meeting minutes	• Discussions and evidence of CPD.
Educator diaries (if applicable)	• CPD experiences.
Previously attended CPD programme documentation	• Process and management of said programmes.
Standard Operating Procedures	• Plans, processes, resources, reporting and controlling of programmes and systems.
SACE publications regarding CPTD	
Research Journal	

Staff Cards	• Biographical information

ANNEXURE F: SAMPLE OF CODING TABLE

Question	Transcript	Key points	Theme/Code
	moment that you're gaining that but learning on the job, I like it a lot, I would recommend it to most of the people, especially going to that field, the accounting field, to actually do the practical experience part as well, which is difficult but I would say definitely worth the while.		7. There are many different people who play a role in the professional development of the heads of departments
3. Who plays a role in your professional development?	<u>Head of Department A</u> I suppose we learn from each other all the time, so I learn from the kids, from their responses from some of the things they say, some of the way. Being in the math's department there is always something new. There's always, you know, something you learn from somebody, so I basically learn from a lot from responses children give me. You know we have our own ways of doing something and sometimes we're like set in certain ways and then you're marking and you see a child has come up with this unique solution and you say to yourself, wow this is good. Then you start to look at it further and you realize there is some sense in what this child in saying what this child is trying to say. It's a learning thing all the time, pick up from the children pick up from your colleagues, it's not like I don't learn from other people, you know like. Now that I'm an HOD, that's doesn't mean that now that's the end, <mark>there's always something you pick up from somebody.</mark> <u>Head of Department 1B</u> <mark>My principal and union and new trends in technology</mark>	<mark>we learn from each other all the time, so I learn from the kids</mark> <mark>there's always something you pick up from somebody. HODA</mark> <mark>My principal and union and new trends in technology HOD1B</mark>	Peers and the learners play a role in professional development There is always an opportunity to learn The principal and union plays a role in the professional development of this HOD

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Head of Department 2B well myself of course you know, also my peers, my learners, the children of course make me want to me a better teacher and the change in times makes you need to develop and then also my boss, Mr xxx	well myself of course you know, also my peers, my learners, the children of course make me want to me a better teacher my boss, Mr xxx HOD2B	This HOD plays a role in their own development. Peers and learners and leaders also play a role in their development
Head of Department 1C In school, yes, luckily, we are lucky our principal, if there are management seminars, he sends us when possible, but it's also expensive we do like one a year, that's basically it and of course if the department offers things and it's worth our while, then we must attend	our principal, if there are management seminars, he sends us when possible, HOD1C	Leader plays a role in the development
Head of Department 2C myself, ok and then obviously, my seniors, yes ja [yes]	myself, ok and then obviously, my seniors, yes ja [yes] HOD2C	This HOD plays a role in their own development as well as their leaders
Head of Department D our deputy principals, principal, governing body in a certain sense, I'm on the governing body so I get the opportunity to go to courses and meetings outside the school which also help me. Then going to our facilitator at our district office and then our union. The teaching department used to or the district office used to have a lot of courses in a term, I do the SPST also courses with us this new Siyas document, things that once again have been implemented but there weren't adequate training. Where the union SAOU, they provide us with courses and that's our main source basically, it sounds funny but at this stage of my career, at one stage I was actually thinking of studying further, now I've got to a point where I can't see the use in going further, if I were younger	our deputy principals, principal, governing body Where the union SAOU, they provide us with courses and that's our main source basically, HODD	Leaders and SGB play a role in the professional development of this HOD Unions are the main source of external professional development opportunities

Transcript	Codes	Theme
then yes definitely because a couple of years back if you studied further there was also money incentive you got a category raise where now it's not been acknowledged anymore and I think that's bad, it's bad, a lot of teachers are getting to a point where they just ok I'm going now, I've achieved a lot or and I had enough, just want to finish.		
Head of Department E general people, it would definitely be the deputy headmistresses at this point in time, Miss xxxxx and Mrs. xxxxx (deputies) and then I get a lot of support also, I've learnt a lot from Mr. xxxxx (deputy) as well and I'm still learning a lot from Mr. xxxxx (principal) because he is also a new headmaster and he brings a whole lot of new ideas into the mixture and I learn from the peers and post level ones also. I see sometimes what they do wrong or what they do better than I do and I try and adapt to that so that it works a little bit better for me. I believe in lifelong learning so that's one thing. You never know enough, you can't be over worked in that regard you always need to learn a little bit more, there is always something new. Technology for me is one thing that I think needs to be incorporated better into schools, if the funds were there I would change everything and I think that would fit in with our educational problems that we have in certain areas	general people, it would definitely be the deputy headmistresses at this point in time, Miss xxxxx and Mrs. xxxxx (deputies) and then I get a lot of support also, I've learnt a lot from Mr. xxxxx (deputy) as well and I'm still learning a lot from Mr. xxxxx (principal) HODE	Leaders play a role in professional development
Teacher A Currently I will say my HOD Mrs xxxxx, she's helping to coach me, she tells me you can do that, this one is still lacking	Currently I will say my HOD	HOD plays a role.

8. principals, deputies, HOD's and colleagues play a

role in professional development of teachers		
Only done a superficial level, needs to be on a deeper level	But it's not that much, I need more so that it can open my eyes. I need people like that, mentors like that. They are not going too deep, trying to know you, telling you must develop yourself in this way. TA	and all that. But it's not that much, I need more so that it can open my eyes. I need people like that, mentors like that. So, they are only concentrating on for example the mark sheet must be like this, the kids. You see. They are not going too deep, trying to know you, telling you must develop yourself in this way.
Principals and deputies play a role in this teachers professional development	We I have my Principal, Mrs. xxxxx and there is the deputy, Mr. xxxxx who handle all the CPTD within the school. TB	Teacher B We I have my Principal, Mrs. xxxxx and there is the deputy, Mr. xxxxx who handle all the CPTD within the school. Even though they are in charge of the CPTD. I personally don't feel that they look at any staff as a CPTD candidate, but rather they look at you as their children and want to help you where they can. my HOD of course, but not specifically under the auspices of CPTD. They play a mentoring and supportive role in the position which obviously helps with my development. However, this is not done with meeting the CPTD points requirement. It falls within the everyday school business
Both the HOD and principal play a role in the professional development	my head of department, in both professionally and otherwise, and also my principal, TC	Teacher C my head of department, in both professionally and otherwise, and also my principal, and we always notified about courses we could attend so sometimes, it's subject related other times it's more dealing with the social economic situation within the classroom, making education a bit more inclusive, not because of kids with disabilities but things like where they come from, their background and maybe some learning disabilities, but not like with like we had in the UK, with kids with down syndrome and that, talking more about

| | University lecturers |
| | HOD at current school plays a large role in comparison with previous HOD |

kids that struggle to read and kids who come from abusive homes, ja [yes] they send us on courses for that.

Teacher D
ok probably varsity and what I learnt in my BCom degree, I think I really learnt much more and you really got lecturers there who I try and mimic or try and incorporate in my class because I think when you work with the high school students you must remember they're adults, so I believe in treating them like adults, so treat them as they would like to be treated and then definitely my HOD, at my previous school I had an HOD who had no involvement at all, so actually when I left there we still go to the same district meetings etc. and I have actually been here like 2 or 3 years already and they asked him a question at the district meeting and he couldn't answer the question based on the grade 8 and 9 because he doesn't teach them and then he turned to me and I was like, ok I can answer this question for you because this is what they use, this is what they do, but just realize that I haven't been there for 3 years, ok, so I must say my HOD here is Mrs. xxxxx and total, total difference, she is a very A type personality, she knows exactly what's going on and she knows exactly what's going on in every subject and I absolutely love that, she is very hands on and she gives you advice and tells you ok but what doing this or what about looking at that about that without criticizing but constructive, so yes definitely my HOD. Biggest role player at the moment for me and if can be half the

Question	Transcript	Codes	Theme
	person she is as an HOD, I would be very very happy. Teacher E definitely my head of department, Mrs. xxxxx, and also the people that I sit with at my table, sometimes I will just ask them randomly, like with the invigilation are we allowed to do this, or are we allowed to do this, then they'll help me. my peers, so mostly my HOD and then my peers, that I ask, that's been here a while, that knows a bit more	definitely my head of department, Mrs. xxxxx, and also the people that I sit with at my table, sometimes I will just ask them randomly, so mostly my HOD and then my peers TE	Both HOD and colleagues play a role in this teachers professional development	
4. What Professional Development programmes are in place and available within your school? Even if it is informal, are there informal development opportunities, programs happening?	Deputy Principal A Running in our school. You know the principal and I was talking about this one of the days, and then maybe this is a cop out because of time but training in terms of in school, is done more informally. I won't say programs, because the moment you put the word program it becomes formal, you're formalizing it. But in terms of informal training, you know your interaction with the heads of department to me that constitutes training, that constitutes training. You know, you are the science person and I'm the head of department of science, you know in the morning we just sitting together and we're talking and I'm telling you, no you need to do this, let's look at this here, let's look at that, you know the grade 12's they didn't do well in paper 1, or what do you see are the challenges, you know this topic is a problem, maybe we need to readdress it, relook a this topic, to me those are, those are, those	maybe this is a cop out because of time but training in terms of in school, is done more informally. I won't say programs, because the moment you put the word program it becomes formal, you're formalizing it. your interaction with the heads of department to me that constitutes training, that constitutes training. So, the information and what you're sharing with me I value it. As for going to listen to somebody else, if I do not know that person, the first thing I want to know is you know, what qualifies you to speak into my life? what qualifies you to teach me how to teach? to be honest, I would not want somebody to instruct me or try to guide me if they themselves are lost	Informal training occurring in school Interactions with colleagues and superiors People have a bad attitude towards formal training Qualification of formal facilitators a concern Facilitators are not equipped and knowledgeable There is no time for programs in the school, time management is a problem as educators and schools have no freedom to manage their time ATP although motivated leads to lack of control over time management	9. Professional development programs in school. All deputies have indicated that there is a lack or absence of formal development programs in school due to various factors

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ANNEXURE G: DECLARATION OF EDITING
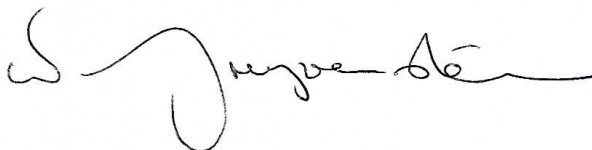
DECLARATION OF EDITING

22 February 2019

TO WHOM IT MAY CONCERN

This is to confirm that I have language edited and proof-read the dissertation by Mrs DC Botha entitled:

The Management of Professional Development of Teachers in Secondary Schools.

The language editing/proof-reading process included the checking of spelling, punctuation, syntax and expression. An attempt was made to simplify complex sentences and, where necessary, combine short sentences to clarify meaning. Attention was given to the use of various language elements, such as prepositions, consistency in language usage and formatting as well as capital letters and punctuation.

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