Research Project
"The Perceptions of South African Democratic Teachers Union Members on Professional Development Challenges and the Need for Training Interventions in South Africa"

DRAFT

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As South Africa is undergoing a renewed drive to develop a skilled nation in a more focused way than in the past, the lesson learned from this research study on professional development to address teachers training needs at schools in township and rural communities should assist in ensuring that teacher professional development is conducted in a more focused way, together with the identification of real development pathways and real employment benefits which are aimed at **building a better life for all.**

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Abstract

This study looks at the nature of teacher professional development with the view of developing a training needs analysis for SADTU members. Data was collected qualitatively using data analysis, focus group discussion, questionnaires, open-ended interviews. South Africa has changed its education policies many times, including the curriculum. However, South Africa did not properly train teachers to implement these policies. The study argues that South Africa has gone a long way to improve the education system but a lot still need to be done.

It suggests that teacher professional development, should take into consideration the environment in which the school is operating. Based on the challenges faced by the school, a specific plan which involves all the players in the community should be developed. The study concludes that the current policies and strategies (workshop, training of teachers during holidays) are not addressing teacher professional development fully and effectively.

Therefore the study strongly recommends that any education policy (curriculum change) that the government introduces should be accompanied by a proper teacher professional development informed by training needs from affected teachers, in this case those teachers in poor township and rural areas. The education department may consider re-opening teacher colleges especially in rural areas so that those who want pursue teaching can have access.

Chapter 1

BACKGROUND TO THE STUDY

Introduction

This chapter introduces the background, focus and rationale for embarking on this research on training needs analysis for teacher professional development in poor township and rural communities. The first part of the chapter reviews literature and the debates that dominate teacher professional development. The literature argues that South Africa has changed its education system without taking into account the professional development of its teachers, and this is the reason why teachers are struggling to implement policies (specifically the curriculum) in education. The second part introduces the background, focus and rationale for embarking on this research on teacher professional development in SADTU. Still as part of the second part it then explains the epistemological orientation and the choice of research methodology and design as well as the multi-layered data collection methods adopted as well as why/how these are appropriate for this study.

1.1   Research Conceptualization and literature review

The question of teacher professional development has recently become a priority for government, teacher unions and other educational organizations in a quest to improve their education system. The South African educational system has undergone dramatic changes in the past decade, thereby impacting heavily on the roles and work of teachers in the classroom (Phiri, 2011). According to Villegas-Reimers (2003), educational reforms and teacher professional development share a symbiotic relationship and must go hand in hand for either both to work well. Thus, according to him, reforms without teacher development or vice-versa are a recipe for disaster, and South Africa has learnt this in a hard way.

Major educational reforms, which began with curriculum change, were introduced without adequate teacher professional development or plan for it. As a result, most teachers misunderstood and misinterpreted what they were supposed to do in this new educational dispensation (Harley & Wedekind, 2004). The Curriculum 2000 Review Committee also indicated that there was little effective training to induct teachers into the thinking of the new education system and identified insufficient teacher induction and training as one of the reasons for poor implementation of the curriculum (Chisolm, 2000). Besides, academics and researchers (Jansen, 2001; Maile & Makole, 2004; Bloch, 2010) alike have commented on the levels of complexity undertaken in South Africa, and that they are above and beyond the average level of teacher competencies.

South Africa underwent a complete overhaul of its education system, appearing to render useless most of what teachers knew and demanding new types of skills, values, knowledge levels and beliefs. It was a major departure from what used to be and it meant teachers had to re-learn almost everything. It is no wonder that teachers' professional development is today one of South Africa's educational goals for the success of its educational reforms. As Borko (2000) argues "the change in classroom practices demanded by the reform vision ultimately rely on teachers"

The South African department of education realized the centrality of teacher learning in achieving the desired change in education when it envisioned 'a teacher as a lifelong learner' to play its multiple roles (Jansen, 2001). It is therefore undisputable that teachers have to do a great deal of learning to change their beliefs and values about teaching and learning. They need to acquire new knowledge in pedagogy, content and skills as well as change their view about learners to achieve intents of the new education reforms. Guskey (2002) contends that schools can be no better than the teacher learning and professional development in both the attainment of reform goals and the improvement of teaching and learning.

South Africa presents a challenging case with its wide unequal school system. For the majority of poor schools, teachers are the best resources learners have

towards a better education (McNeil, 2004). Thus, teacher professional development holds an important key for such learners. Many measures and structures are in place to provide teachers with professional development but these are seldom utilized. For instance, the Sector Education and Training Authorities (EDTPSETA) was specifically set up to assist with better delivery of education, training and development of teachers. So was the Education Labour Relations Council's (ELRC) 2000, resolution 1 which makes provisions for 80 hours of teacher professional development in a year (Ryan, 2007) and the ELRC Integrated Quality Management System resolution 1 of 2003. However, there is also a dearth of capacities to support teachers in learning their new roles and practices which makes the ETDP SETA and ELRC resolutions in many schools but white elephants. The little professional development that teachers receive is conducted in a way that makes it, at best, a small gain for teachers, but at worst, greater confusion for teachers as they come out of these activities with more questions than answers.

Little (2001, cited in Villegas-Remers, 2003) analyses the professional development provided to United States of America (USA) teachers and this could be applied to what happens in South Africa. She argues that officials conceive of professional development as a process of inspiration and goal setting with already set goals and objectives of change, and those professional development activities are mainly used to motivate teachers to strive to meet them. However, these, activities rarely help teachers in terms of what and how they are supposed to do it, leaving them at the very same level of knowledge and competencies as they had before undergoing this professional development. Professional development programs more often use to get out of school, leaving teachers to look for anything that can help them to cope in their classrooms.

It is also important to recognize the fact that, over the years, educational change in South Africa has been marred by teacher-bashing, in which educational ills are attributed to some problems with the teachers and their teacher unions (Jansen). But considering that maintaining a positive stance during a change process is crucial to improvement, such improvement is only possible if people (teachers in this case) are motivated, individually and

collectively, to put in the effort necessary to get results (Levin & Fullan, 2008). This view is rooted in the fact that teacher-bashing demotivates teachers as they feel attacked at the outset, thus pushing them to go on the defensive. When things get to this point, it is very difficult to engage with teachers for any meaningful improvement. This, then, precludes a crucial condition for authentic improvement, as Danielson & Hotchschild (1998, cited in Levin & Fullan, 2008:293) points out: "changing practices across many schools will only happen when teachers... see the need and commit to making the effort to improve daily practices".

Although recent statistics (DoE, 2009) reveal that 94% of South African teachers are qualified and most of them are Africans. However, the dramatic improvement in educator qualifications over the past 20 years does not appear to have had a visible impact on learner performance.

1.2. Research Statement

As a result of the failure of the Department of Basic Education (DoBE) to provide meaningful support to teachers, South African Democratic Teachers Union (SADTU), which has majority of membership (over 250 000) in the teaching sector, intends to conduct a research project on training needs for teacher professional development in response to curriculum changes that will improve performance of teachers in poor and underperforming township and rural schools.

This is also based on the fact that SADTU regards continuing professional development for its members as an essential prerequisite for improved teaching and learning in South African schools (SADTU NEC, 2011). This research study is also informed by the fact that the country has just revamped its education system through the National Curriculum Review (DBE, 2010) and many research studies (e.g., (Fleisch, 2007; Hoadley, 2007; Schwille & Dembele, 2007) continue to reveal teacher incompetence or lack of content

and pedagogic knowledge as the root cause of poor school performance in the country.

This research project is unique in the sense that SADTU members will be interviewed at poor and underperforming township and rural schools, both primary and secondary, in Mpumalanga, KwaZulu-Natal, Limpopo and Free State provinces between 2011 to12, through focus group discussions and questionnaires so as to solicit their views and experiences about training needs that can contribute to relevant professional development that will enhance their teaching practices. Principals in participating schools will also be subjected to open-ended interviews so as to verify the responses of participating teachers so as to ensure reliability and validity of the information from teachers.

It is therefore necessary for SADTU to focus its research on training needs for professional development programmes that are relevant for teachers in poor communities and underperforming schools.

1.3   The purpose of the research study

- The purpose of this research study is to: **solicit views and perceptions of teachers who are SADTU members and principals in participating schools about the training needs that will inform their professional development for better classroom practices.**

The research questions of this research study are:

1. What are the training needs challenges that should guide professional development for SADTU members?
2. How to develop a training needs intervention strategies that will inform professional development for SADTU members?

1.4   Research methodology

This section sets out the methods that were used in the process of data collection. It presents the research approach and describes the design of the study. It also gives reasons why these methods and this approach were thought to be appropriate for the study. A description of the sample procedures and the respondents is discussed. The chapter also discusses the instruments that were used to collect data and how the data was analyzed. It presents the lessons learnt during the conceptualization of the research methods and how it was changed to meet the research objectives. The chapter concludes by discussing the ethical considerations and the limitations of the study.

1.4.1 Research paradigm

This research project adopted a qualitative research design which is a research technique which seeks insight into the problem through verbal data gathered rather than scaled, calibrated measurement. The strength of this qualitative research design is its ability to provide complex textual descriptions of how participants experience a given research issue. Qualitative research methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion whose role in the research issue may not be readily apparent. In this research project, qualitative research methods assisted in identifying what constitute relevant professional development programmes based on the views and experiences of teachers and principals in schools, both good and 'underperforming' in poor township and rural communities. It sought to

answer questions such as what are training needs of teachers, what is professionalism; what is teacher professional development; what is the value of professional development in teaching classroom practices.

1.4.2 Data Collection Methods

Mouton (1996) and Yin (2003) caution that most data collection methods on their own have pitfalls and it is imperative to use multiple methods to avoid these. The principles of data collection, as suggested by Yin (2003), are as follows. First, the researchers should use multiple sources of data to assist with triangulation such as document analysis and interviewing. Second, a chain of evidence should be presented so that an external observer is able to follow the logic, progress, inductions and deductions made throughout the research. This evidence is important for assessing the reliability of the data collected. Data collection methods that were used in this study are document analysis, focus group discussions and questionnaire with the teachers and open-ended interviews with the school principals. These provided the necessary information that would enable insight into the views and perceptions of teachers who are SADTU members and principals in participating schools based on the personal experiences about what are the training needs that will inform their professional development.

1.4.2.1 Extensive Literature review

The literature mapped out general trends in the debate and contextualized the study theoretically (see section 1.1).

1.4.2.2 Document Analysis

Data was collected from documents of previous research done on teacher professional development. This information had already been collected for some other purposes. It is also available from internal sources, (SADTU and government and university archives).

1.4.2.3 Interviews

Focus group discussions and open ended interviews were used for this research because the research questions required soliciting the opinions and experiences from various perspectives. An interview protocol was utilized which was a list of questions or general topics that the interviewer wanted to explore during each interview. Although it was prepared to ensure that similar questions were posed to the respondents, the interviewers felt free to probe and explore within these predetermined enquiry areas.

According to Bogdan and Biklen (1982), qualitative interviews may be used either as the primary strategy for data collection, or in conjunction with observation, document analysis, or other techniques. A basic decision that is part of the interview process is how to record interview data. Whether one relies on written notes or a tape recorder appears to be largely a matter of personal preference. For instance, Patton (1990: p348) says that a tape recorder is 'indispensable' while Lincoln and Guba (1985:p241) 'do not recommend recording except for unusual reasons.' Lincoln and Guba base their recommendation on the intrusiveness of recording devices and the

possibility of technical failure. Recordings have the advantage of capturing data more faithfully than hurriedly written notes might, and can make it easier for the researchers to focus on the interview; in this study the researchers recorded all the interviews.

The researchers conducted the discussions at the informants' place of convenience (schools where they are working but after school hours), and the principal's interviews took place either in their offices or where they felt comfortable, using the interview protocol. A memorandum was sent from the SADTU national office to the provinces, regions, and the schools (with the problem statement and research questions and rationale) was sent to each informant, explaining the purpose of the research and to request time to meet the informants and conduct the interview.

1.4.2.4 Questionnaires

In order to verify information and to get additional information, the researchers also provided participants with a questionnaire that they filled after the focus group discussions. The reason for using questionnaires was to verify information provided by the focused group discussion.

1.4.5 Sampling

Sampling is defined by Merriam (2002) as the selection of a research site, time, people and events in field research. According to Merriam (2002) the number of participants in a sample depends on questions being asked, data

being gathered, the analysis in progress, and the resources available to support the study.

This study used purposive sampling to gather data, because it allowed the researchers to use a particular subset of people. In this case only SADTU members were selected to participate in the data collection process through focus group discussions and interviews, some of whom were principals in the schools. The people, who participated, are the people who are implementers of the curriculum polices in the schools on a daily basis.

1.4.6 Validity and reliability

A central issue in qualitative research is validity (also known as credibility and/ or dependability). There are many different ways of establishing validity, including member check, interviewer corroboration, conformability and balance among others. In order to ensure reliability and validity of this research project, the researchers will also conduct one on one interview with principals in the identified schools to solicit their views so as to maintain objectivity of the research project. The researchers will only modify the research questions so that they can be relevant to school principals who are in different occupational positions and performing different tasks in the schools from those of the teachers.

Yvonna (1994) caution about the importance of maintaining reliability and validity within the qualitative research by stating that it has been an exception rather than the rule, that a qualitative research report includes a discussion of reliability and validity. According to Kvale (1996) the lack of such a discussion seems to indicate that there seems to be no problem of reliability and validity. This, of course, is not true. The questions of validity and reliability within research are just as important within qualitative as within quantitative methods. As a result of this challenge, the researchers will ensure validity and

reliability by interviewing both school teachers and principals to get diverse views, opinions and experiences so as to have a balanced judgment in his analysis and interpretation. The researchers will use the questionnaire to augment for information that will have been solicited in the focus group interviews.

One advantage of qualitative methods in interpretive research such as this one is that it uses open-ended questions and probing which gives participants the opportunity to respond in their own words, rather than forcing them to choose from fixed responses, as quantitative methods do. In this research project, focus group discussions will allow participants to be free to state their views and opinions as there are not wrong and right answers. Their views will be probed further through follow-up questions so as to develop a full understanding of the research problem and challenges they are faced with. The researchers will ask why or how. As a result, the researchers must listen carefully to what participants say, engage them according to their personalities and styles, and use probes to encourage them to elaborate on their answers.

1.4.7 Research Ethics

Nkwi, Nyamongo & Ryan (2001) advise that whenever we conduct research on people, the well-being of research participants must be our top priority. The research question is of secondary importance. This means that if a choice must be made between doing harm to a participant and doing harm to the research, it is the research that is sacrificed. In this research project, the researchers will abide by the ethics of research by asking an informed consent of participants to participate. He will inform the participants that their participation should be voluntary and not coerced and that the information of the research will be confidential and will not be disclosed to a third party. This a mechanism for ensuring that participants understand what it means to participate in a particular research study so that they can decide in a conscious, deliberate way that they voluntary participate in the research project. The researchers will abide by the principle of respect for participants

whereby he will make a commitment to the participants to ensure autonomy. The dignity of all research participants will be respected. Adherence to this principle ensured that participants are not used simply to achieve the research objectives.

1.4.8 Limitation of the research study

The limitation of this study is that only a few schools participated. The reason is that this is only a pilot study and therefore intends to investigate a particular challenge of staff development and whether it really exists. Based on the severity of the research problem, a large scale research study to cover all the provinces can be recommended. The researchers is therefore aware that the result of the study is representative of all schooling sector, however, they provide an indicator as to the existence of the research problem. The data analysis from this pilot study will further guide the research process. The importance of this study is that it serves as a basis to guide in the development of the intervention strategies based on training needs of teachers aimed at improving the level of teaching professionalism amongst SADTU members in schools in poor communities and underperforming schooling based on the skills gaps being identified.

1.4.9 Summary

The purpose of this chapter was to develop a research conceptualization that informed the training need analysis for professional development of SADTU members in the teaching situation. It focuses on the research problem which guides the research study. It looked at the purpose of the research and to identify the aims and objectives of the research study. It developed a research design and methods as techniques that will be used in undertaking the research inquiry. The research study is also guided by the research ethics that have to be considered when undertaking such a research study. It dealt on the

issues of validity and reliability of the research study and finally reported on the limitation of the research study.

The next chapter report on the findings of the empirical study as carried out through focused group discussions with SADTU members who are teachers; and open-ended interviews with principals of the schools who participated in the research study. The aim of this study is to develop a training needs analysis instrument for teacher professional development that will guide Curtis Nkondo Professional Development institute to design and implement professional development programmes for SADTU members.

CHAPTER 2

FINDINGS OF THE EMPIRICAL DATA

2.1. Introduction

This chapter report on the research findings from the focus group discussions and questionnaires. First it puts the data into different themes and patterns that emerged out of the focus group discussions and questionnaires. The chapter also analyzes and interprets the research findings based on focus group discussions that were completed by teachers and open-ended interviews that were conducted with principals in primary and secondary schools in Mpumalanga province.

A detailed research design and methods for the research project has been done. The research design is qualitative research design and the methods were focus group discussions, open-ended interviews and questionnaires. Ninety one teachers and nineteen principals in twenty schools, ten primary and ten secondary performing and under-performing schools in Mpumalanga province participated in focus group discussions, open-ended interviews and questionnaires about the training needs analysis of the teachers for professional development. Each teacher was also requested to complete a biographical section of the questionnaire which noted the name and surname, age, gender, teaching qualification and experience, occupational position and current studies.

2.2. Aims and Objectives

Based from the conceptualization, the question of teacher professional development has recently become a priority for government, teacher unions

and other educational organizations in a quest to improve their education system. The purpose of this research study is to solicit views and perceptions of teachers who are SADTU members and principals in participating schools based on the personal experiences about what are the training needs that will inform their professional development.

The objectives of this research study are:

1. To identify the training needs that should guide professional development for SADTU members.

2. To develop a training needs analysis instrument that will inform professional development for SADTU members.

3. To guide Curtis Nkondo Professional Development Institute in the development of teacher development programmes for SADTU members.

2.3. Findings of the Focus Group discussion responses from teachers

This section presents the data collected from the primary sources which are respondents. The data is categorized under themes which came out of the focus group discussions with the teachers and the interviews from the principals.

2.3.1. Life before joining teaching profession

Ninety one teachers in primary and secondary schools in Mpumalanga province were interviewed through focus group discussions about the life before they join the teaching profession. Most of the teachers reported that their life situations were tough and difficult as they were from poor backgrounds. Majority of the teachers who were interviewed grew up in rural areas where in most cases their parents could not affords to send them to universities to study in other career fields. Most opted for the teaching
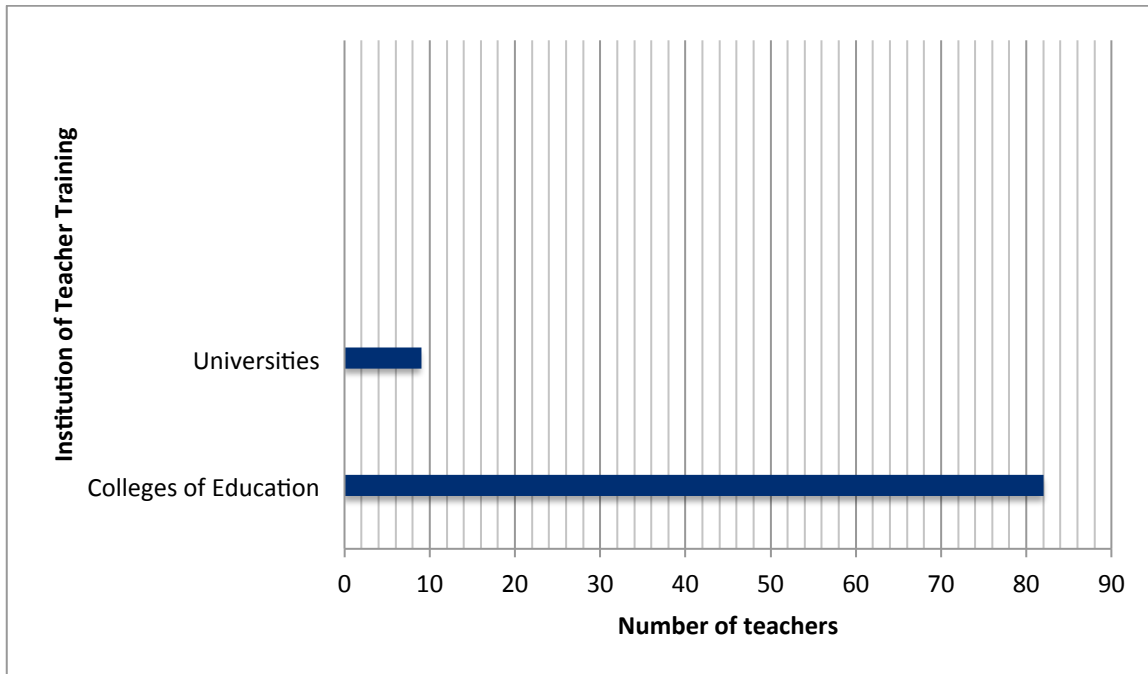
profession as the last resort even though it was not their first choice because of the poverty situations that they experienced in their families.

Many of the teachers also mentioned that their poverty situation motivated them to become something in life. Others stated that they were motivated by their former teachers at schools to become teachers because they were good role models and were well-respected in their communities. A few of the teachers who participated in focused group discussions mentioned that they were private teachers before they enrolled for teachers' diploma in a college of education. Few of these teachers had other work experiences before they enrolled to study for teaching diplomas.

2.3.2. Institutions of teacher training

From ninety one teachers who disclose information about where they received their first training in the profession, eighty five trained at different colleges of education in the country. Only six, receive their foundational training in teaching profession from different universities.

Figure 1: Institution of Teacher Training

Source: SADTU 2011

2.3.3. Social and Political Life during training

The participation of teachers in social and political activities during their teacher training at the colleges was mixed. Some acknowledged that they participated in social and political activities whereas others did not participate in any political activities. The social activities they participated in included Christians counseling, different forms of sports committees, entertainment and hostel committees, and drama .The reason for those who participated in social activities is that they wanted to learn to socialize with people from different cultures and build their interpersonal skills. They viewed this as important in preparing them for the teaching professions as they were expected to play leading roles in their communities by virtue of being teachers. They reason that teachers are expected to provide leadership in their communities..

The political activities that the interviewees participated in included being leaders in the student representative councils at teachers colleges and being involved in ANC branches in the local communities within the colleges. These

activities assisted them to learn how to be better organized and how to work hard in life. One of the interviewee stated that '*my life experience at college taught me to earn what I work for'.* The other participant responded that getting an opportunity to study at the teachers' college was like being a celebrity during that time so you have to work hard and be committed to your work.

2.3.4. Family situation

Majority of the participants in this research study were from poor family backgrounds. This proved to be difficult for them as the only relied on a single breadwinner and bursaries to pursue their studies at colleges of education. As alluded earlier on, some of them were forced to work prior and during their teacher training so as to finance their college education. However, the participants also viewed this as one of the motivators for them to succeed at teacher training colleges because they wanted to assist their families to get out of poverty that they experienced in their lives.

Only a few of the participants regarded their family situation as being "good or okay". The participants from good families reasoned that their family was able to pay for their college education and to take care of them financially while they were at the college. One of the participant from a 'good family' stated that his grandfather was a church minister and they were better off. The other responded that his father was working at SASOL oil factory so they did not have problems even if they were five children in the family. As a result, all of their family members including him went to the university where he chose teaching because of the love of the profession.

2.3.5. Becoming a teacher

Different participants responded differently on how they became teachers. Some of the reasons provided include being funded by their families, encouraged by their educators, applying for themselves at colleges of education and being private teachers prior to enrolling at teachers' colleges.

One of the respondent stated that while he was still a student, he wanted to be a teacher. He later was able to register at teachers' college because it was cheaper and affordable for his family.

A few of the research participants were voluntary teachers in the Adult Basic Education (ABET) sector. One of the participants also stated that before she could find a teaching job, she was helping children and took part in school activities in her communities. Some of the participants were unemployed for periods ranging from two to five years before they can be employed as teachers. This resulted in them being volunteers in schools in their communities. As a result, they gained teaching experie

2.3.6. Choice of a first school

Different reasons were advanced for the choice of the first school. For older teachers, it was simple to be placed in a school by the circuit office after they completed their teachers' education courses because they reason that during those years there was a lack of qualified teachers, especially in rural areas. For new teachers who completed their teaching studies later, it was a challenge to be placed at schools, so they majority of them started as pre-school teachers in their communities. The reason they provided for scarcity of job placement in the schools is the government's policy of restructuring and rationalization in the education system.

The teachers who completed their teaching studies in the 1970s responded that they did not receive any challenges in getting teaching posts. After completing a teaching course it was easy to go to any school and be appointed as a teacher. The most important reason for a choice of a first school is to reduce the travelling costs, so majority of the teachers chose schools that were nearby their home.

Some teachers also mentioned that they did not choose their first schools as they were desperate to get employment. As a result they accepted a teaching post wherever they were placed by the circuit office. They were placed in far away areas from their homes and never enjoyed working in those conditions.

Other teachers mentioned that they worked as temporary teachers in their first school and did not have any rights as they just wanted to secure permanent teaching posts.

2.3.7. Initial teaching experience

The initial teaching experience for participants was mixed. Some of the teachers reported that it was interesting and challenging for them. They gave reasons such as lack of teaching facilities, overcrowding in the classrooms and teaching subjects that they were not qualified to teach. The participants who enjoyed their first teaching experience provided reasons such as being allocated mentors who assisted them to adjust to the profession. It is also mentioned that even when corporal punishment was abolished, learners were still able to respect teachers because they were not used to the abolishment of corporal punishment.

One of the teachers reported that she was unemployed for ten years after she completed her teachers' course therefore it was difficult for her to adjust to the teaching profession as she has forgotten most of the teaching strategies she was taught at college. The view of many respondents is that college education prepared them better for the teaching profession as they were involved in many teaching practical activities that assisted them to adjust to the teaching profession. There is a view that training at colleges of education is better than at universities because universities do not engage more in teaching practice but focus more on theory of education. The other challenge that many respondents stated in their initial teaching is cultural differences that are being experienced at schools. Teachers who started their work as private teachers found it easy to adjust than new teachers from training institutions. They attribute this to the fact that being in a real classroom situation poses its challenges that are not experienced by those at learning institutions.

2.3.8. The value of life experience in adjustment to teaching

All the respondents agreed that their life experiences assisted them to adjust to the teaching profession. Majority of the teachers experienced life of struggle such as being from poverty-stricken backgrounds. This assisted them to cope with learners from the same poverty stricken backgrounds and difficult working conditions that they experience in their poor schools. They highlighted that in their life experience they acquired values such as responsibility, respect, leadership skills and hard work so as to succeed in life.

Some of the respondents mentioned that they are from strict families where they were to follow rules. Therefore when they became teachers, it was easier for them to follow rules. College experience also prepared some of the teachers because of the motivation they received from their teachers and wanted to follow their example. Other teachers are Sunday school teachers in their communities and this assist them to gain more experience about working with learners. As most of them are from poor communities, they took teaching in order to contribute to development in their communities.

2.3.9. Meaning of being a teacher

All the participants provided positive meaning of being a teacher. They answered that being a teacher is exciting, developing and enriching. To them being a teacher is about development for yourself and learners. The participants reasoned that as a teacher you have responsibility for the progress of learners by being committed to your work. Teachers are to be role models to learners because they were also motivated by former teachers. They also stated that a teacher is also a parent because sometimes you have to adopt learners who are from poor families. It is therefore important to gain and share knowledge with your colleagues and develop yourself as a teacher.

The participants also viewed the teaching job as difficult and exhaustive. This is because you have to be a counselor, social worker, lawyer, motivator and a mentor. During the discussions, participants emphasized that you have to love

the children because you cannot teach if you do not have love for the children. They stated that the love you have for your children at home, you must bring to school. Based on perceptions of the participants, as a teacher you have to be emphatic because you are dealing with learners from different backgrounds with different personalities. Majority of the participants regarded teaching as a calling.

On the contrary side, the participants complained that teaching nowadays is not respected because they are not treated as professionals. They mentioned that they do not have privacy at work because of the classroom situations. From a point of view of the participants, this make teaching to lose its value in the society and result in many learners not being prepared to be future teachers. Participants also complained about lack of discipline and respect for teachers by learners because of poor teachers' working conditions. They felt that the teaching profession is no longer rewarding as compared to the past. Participants emphasized that if they can feel honoured and rewarded they can do much better to improve their teaching.

2.3.10. Influence and role in the community
The majority of participants responded that as teachers they play meaningful role in their communities. The roles mentioned are being master of ceremonies during community events, initiating and participating in development projects, leadership roles in the church, Sunday school teachers and music conductor, member of ward committee and secretary in the social club. They reasoned that the community expects them to play these roles as they regard them as learned person who can provide proper guidance to them. They are therefore regarded as change agents in their communities.

One of the participants also mentioned that he plays a father-figure role to children who do not have parents as majority of children in his community are orphans. His role is to advise elders and youngsters and motivate children to take education serious. The participant also responded that if you are a teacher you are a teacher for forty-eight hours to the school and community. As a result you must put the interests of the learners and community first.

2.3.11. Description of the school community

This question received different responses from research participants. Some participants stated that in a school there must be a relationship between teachers, learners and parents for a stable relationship to be cultivated. While some accepted that the relationship amongst teachers is better and is based on collegiality, there is dissatisfaction about the relationship among parents and learners. The responses were that the relationship with parents is not satisfactory because parents distance themselves from school activities. Participants stated that some parents do not want to attend school meetings as a result there is no better understanding between parents and the school governing bodies.

It was also stated that in majority of schools, whilst communication between learners and teachers is good, there are still some challenges. The complaint is about learner discipline. It was mentioned that learners do not bring their books to school. In terms of corrective measure, since corporal punishment was abolished, other corrective measures are time consuming. As a result many teachers are stressed in schools. Participants stated that when they try to involve parents in learner discipline, most parents do not demonstrate necessary cooperation with the schools. This impact negatively on teaching and learning as only teachers are expected to provide all solutions without the assistance of parents. Participants also complained about the policies of the education department which are not being monitored.

In other schools the relationship of the school community was perceived to be good. The atmosphere is like of a big family. Participants mentioned that they work as a team and share ideas and there are no tensions. The response from the participants in such schools is that learners are respectful. In such schools it was emphasized that most of the learners are from middle class families. Learners can afford to pay school fees as most of their parents are working. Even if some of the learners are from poor communities, the school is able to identify and assist such learners. It was also mentioned that if the school need assistance from parents, they provide that assistance.

2.3.12. Motivation to be a teacher

The participants provided different reasons for being motivated to be teachers. Their reasons range from love of the subject, passion to guide learners to be better people, ability to acquire knowledge for development and addressing challenges of social illiteracy. Some of the teachers mentioned that they are self-motivated in their teaching work by organizing morning studies for learners. Other teachers responded that they are motivated by their colleagues who are hard workers and willing to guide and share information.

The willingness of learners to work harder in their studies also serves as a motivation for teachers. One of the participants responded that in her first year of teaching mathematics was a problem but because of learners' performance in the subject motivated her to learn more about the subject so that she cannot disadvantage them. The love for teaching profession is regarded is a huge motivating factor for majority of the participants.

Even though participants are motivated to become teachers, working conditions in many schools are an obstacle that results in some of the teachers planning to leave the profession if other career opportunities arise. Most of the participants, especially female teachers complained about lack of career progression in the teaching field which serves as a demotivating factor. One of the participant alluded to this through her statement that '*I am a teacher for the sake of learners. But if I have an opportunity of leaving this school, then I will leave'.*

2.3.13. Understanding of a profession

All participants share a common understanding of a profession. A profession is viewed as the type of job where you adhere to ethics of the job. You have to be trained and certify a specific requirement according to the standard set. A profession is about conduct whereby your behaviour should be in a

professional way. According to participants, profession means someone who is educated by acquiring necessary skills of a particular profession. The view of the participants is that for one to be admitted in a particular profession, she must have studied and be trained.

Most of the participants put their understanding of a profession on the conduct. They stated that a professional person should behave accordingly so that he can be recognized by the community. Professionalism is about being a role model to the community. It is a life of dedication and mission to dedicate one's life to. It is about holistic development of a person to be a high achiever. It is about contributing to the upliftment of the community and yourself. It should therefore be balanced. Profession is about mastering the art you are specializing in.

2.3.16. Teaching as a profession

All the participants agreed that teaching is a profession even if they raised other views that devalue the profession. Their view of teaching being a profession is because teaching, like other professions, such as medical and engineering professions, has its own professional body which is South African Council of Educators. This professional body is responsible to ensure that teachers abide by professional code of ethics and standards. The other view is that teaching is both a profession and a calling. The reason for this is that as a teacher, you have to go an extra-mile to assist learners. The participants also stated that teaching is not for payment only. Teachers have to develop passion that drives them to come to school everyday.

Even if participants agreed that teaching is a profession, they raised to some of the challenges that destabilize the profession. They stated that officials of the department of education do not treat teaching as a profession. The reason for this is that they are not well paid even if they are expected to work for extra hours. The behavior of some of the teachers who do not respect the profession was also blamed. The view raised by the participants is that teaching can be respected by the community as a profession if teachers respect their teaching profession first. They responded that teachers can

become more professional by the manner in which they conduct themselves in front of learners and communities which is based on professionalism.

2.3.17. Exposure to professional development

The response of participants of being exposed to professional development was mixed. Some of the participants responded that they were exposed to professional development by the department of education. Other participants stated that they did not receive any professional development from the department of education. The participants who responded positively were exposed to the following professional development; Outcomes Based Education; National Curriculum Statement; Integrated Quality Management System; HIV-AIDS training; Management in Higher Education Training; learning areas workshop; Advance Certificate in Education. The participants also alluded that they were not happy of the quality of training that they received.

The reasons they advanced about not being happy about the quality of training from the professional development programmes of the department of education is that they are not productive for teachers to assist learners. There is a view that information that teachers receive in these professional development workshops cannot be implemented in the classroom situation. They complained about lack of assistance and feedback from curriculum implementers of the department of education which result in participants not being sure of implementing correct practices for classroom situations. As a result, the view of the majority of the participants who underwent professional development programmes felt that they did not benefit from these programmes.

Other participants mentioned that they developed themselves by registering with different professional development institutions. Those participants underwent professional development in the following programmes; advance counseling; industrial psychology; moderator training; and computer skills training. Their reason for self- development is that teaching is a profession that keeps changing as a result of the curriculum development; therefore they have to develop their skills and be able to apply new tools to improve their quality of teaching.

2.3.18. Value of professional development programmes in classroom practice

The participants provided mixed responses about the value of professional development programmes in classroom practices. Some of the participants responded that professional development assisted them to improve their lesson plans. They were also developed in how to teach learners different individual learners. The participants who were developed in mathematics felt that they were assisted to become better mathematics teachers. It was also mentioned that good professional development programmes assist teachers in boosting their confidence in the classroom. Professional development programmes also provide extra curriculum knowledge and experience to teachers so that they can inculcate values and morals to learners. This assists in motivating both teachers and learners in their classroom teaching and learning.

Contrary to this, other teachers responded that most of the workshops they attended were not meant for professional development as the focused on policy and manuals. The reason is that classroom conditions in their schools are not conducive to Outcomes Based Education because of large number of learner-teacher ratio. Some of the teachers responded that they have up to eighty learners in their classrooms which are not conducive for providing individual attention to learners. Participants complained about little time of the workshops which is a serious contradiction for professional development. There was also a complain about the quality of training provided by

curriculum implementers as many participants felt that most of curriculum implementers could not answer their questions about how to implement training for classroom improvement.

2.3.19. Years of SADTU membership

Figure 2: Years of Union membership
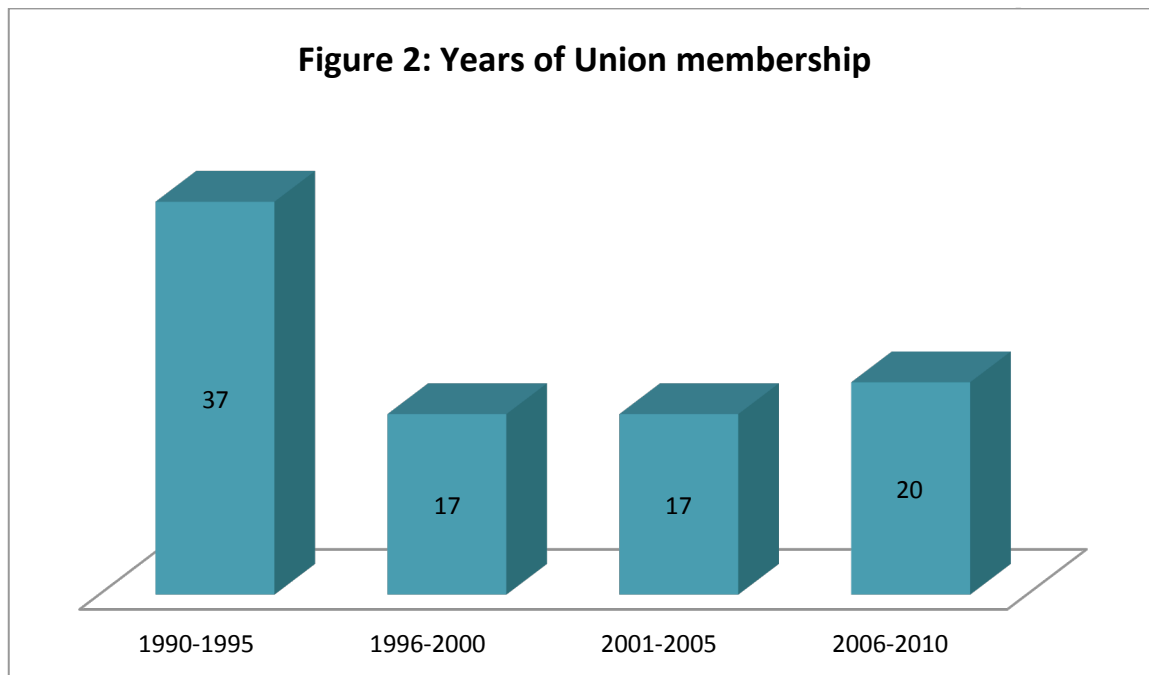
From the ninety one participants in the research study, thirty seven joined SADTU between 1990 and 1995. Seventeen participants joined SADTU in the period 1996 to 2000, and 2001 to 2005. From 2006 to 2010, twenty participants in the research study joined the union. The majority of the research participants (thirty seven) joined the union between 1990 and 1995.

2.3.20. Reason and motivation for union membership

The participants joined SADTU for many reasons. Among other reasons that the participants put forward for joining the union is: its policy and constitution, historical reasons, such as being from disadvantaged communities and the union being able to listen to grassroots membership. Age was also a huge factor as most of the participants responded that SADTU accommodate everyone, especially those young in age as opposed to other unions that accommodated only people of older age. The visibility of SADTU at schools also contributes to new teachers being recruited to the union. Protection of workers' rights is a major reason for many participants to have joined the union.

When questioned about the motivation for being in the union, participants responded that the union is still relevant because of the many challenges they face in the workplace. The view of the participants is that the union should focus its efforts more on personal and professional development of its membership. It is also emphasized that the union should do more to be a watchdog for protection of labour rights so that the employer must not take advantage of teachers. A motivating factor for most of the participants responded that SADTU encouraged its members to further their studies for the sake of career progression within the education system. The challenges of membership furthering their studies were also mentioned.

2.3.21. Professional development training in SADTU

The responses of participants about professional development training in SADTU were mixed. Some participants stated that SADTU organized professional development training in the following areas: Integrated Quality Management System (IQMS); HIV-AIDS Management training for care-givers; curriculum development skills; interview workshops; skills development course and Curriculum Assessment Policy Statement (CAPS) workshops. Participants agreed that these workshops by the union contribute a lot in their professional development as they are encouraged to act in a professional way.

One of the participants stated that as a result of training as a care-giver, she managed to work with her colleagues in their school to establish a tuck-shop which assist learners from poor families and orphans by buying school uniform and providing food parcels for their families.

The other participants felt that the union is not doing much of professional development. They responded that they hope that this research project will assist the organization to assist them with professional development. The participants also complained about lack of internet facilities in their areas which result in them not accessing information of the union such as the SADTU 2030 Vision. Their response that the union should conduct workshops on different strategies for learner discipline because corporal punishment has been abolished.

2.3.22. Union as better organization for professional development

Participants agreed that the union is a better organization for professional development. Their reasons are that the union is closer to its members so it can be in a better position to liaise with the department of education for career pathing in terms of REQV (Required Education Equivalent Values). The union should monitor and evaluate professional developments that are taking place in schools as to ascertain the level of quality. The emphasis was also that the union should ensure that workshops are organized during school days as part of conditions of employment because every employer should ensure that his workers are trained as part of employment conditions.

Participants advised that the union should find out from its membership common challenges within its membership that should guide to proper professional development activities. Participants' response is that professional development for union members will open doors to those who have never been given opportunity to be developed by the department of education. They reason that members have confidence in the union to provide them with opportunities for professional development. Participants believe that a union is a better avenue of professional development because through its engagement with the department of education, it has better knowledge of

how the education should function which should be shared with its membership.

2.3. 23. Professional development to improve classroom practice

Participants responded that they should be provided with professional development to improve their classroom practice in the following areas:

- Classroom management
- Lesson planning
- Development of African languages for learning and teaching.
- Inclusive education
- Moderation and assessment of tests and assignments
- Learning areas development
- Learning material and textbooks development
- Managing overcrowding in classroom
- Managing of diversity among learners
- Teamwork
- Human relations development
- Managing curriculum changes
- Learner discipline
- Teaching principles and methods
- Life skills
- Leadership skills
- Foundations of learning development
- Learner support material development
- Extracurricular activities

2.3.24. Suggestion to the union to assist to become a better teacher

The participants' response to this question is that the union should always strive to fight for teachers to work under better working conditions. The participants also highlighted the need for capacity building on organizational, workplace, labour, political and social issues to deal with different challenges

their encounter in their workplace. It is also requested that the union should ensure that teachers are disciplined but not compromised. If there are changes in the curriculum, the union should engage with the department so that members should not resist a change. Participants also responded that the timing of the strikes should be during examination so that the government should be forced to listen to the demands of the unions.

Participants requested the union to provide professional development workshops as trainings provided by the department of education are of little value. The learner-teacher ratio in poor townships and rural schools should be addressed as it is a challenge for teaching and learning. The post-provisioning model of the department of education should be revisited as it is a problem because of lack of required classrooms. The admission policy in many schools should be addressed as it is a problem because principals admit more learners than the school can accommodate and this make it difficult for teaching and learning in the classrooms which manifest in overcrowding and overwork for teachers.

There is a need for teaching in different languages so as to assist learners to become more fluent language speakers, especially in mother tongue instruction. The curriculum policy changes should be clarified so that teachers can be clear of what is expected of them. The union should request the department of education to stop curriculum implementers to instruct teachers as they do not understand the operations in the schools. The role of curriculum implementers should be to liaise with school management teams and not to disrupt teachers' work plans. The union should engage the department of education in order to reduce paper work in teaching so that teachers can focus on teaching and learning in order to improve quality of education in schools. The union should also strive to ensure that the content of learning in schools should suit learners needs because when changes are implemented teachers are left behind and this disadvantage learners.

2.4. Findings of open-ended interviews with school principals

2.4.1. Motivation to choose a teaching profession

Most of the participants provided different responses as to the motivation for choosing teaching profession. Some of the reasons are; they developed passion for teaching at schools; love of the children; being from teaching families; the need to serve the young minds; teaching during their time was a noble profession; and the need to contribute to the development of black people and enlighten the nation. Other participants also responded that when they teach they become better informed and that their teachers were a motivational force to them.

The responses from other participants are that they did not want to become teachers but their parents motivated them to become teachers. As a result, they started to like teaching while they were at the colleges of education. The other participant stated that teaching was a last resort for him because when he passed his Junior Certificate (JC) he wanted to become a policeman but his parents refused and encouraged him to continue with standard ten. Later his father paid for his university studies and demanded that he study for teaching. The other participant wanted to become a nurse but was rejected so she opted for a teaching career.

2.4.2. Years as a teacher before becoming a principal

The different participants worked between four to thirty one years before they were appointed as principals. All the participants agreed that it is important to acquire necessary teaching experience as opposed to having qualifications to be a better principal in a school. Their view is that teaching experience assists a teacher to have better classroom management skills. It is also mentioned that you need to have people skills. The participants also responded that it takes a person who has been involved in the teaching profession to be a better school leader. The need for mentorship is regarded as important by participants as they believed that it assists a teacher to gain necessary school experience.

The participants also responded that their teaching experience was valuable because it taught them how to understand the challenges in a school. The participants viewed colleges of education as being able to produce good teachers than universities because students at colleges acquire a lot of practical and methodological training for teaching than those at universities. They viewed the universities as being more academic and when graduates complete they do not have necessary teaching experience. This is because teachers' colleges were able to provide practical teaching every year as opposed to universities.

2.4.3. Skills expected to demonstrate as a principal

Most of the participants responded to this question by identifying the following skills: communication; leadership and management; financial planning and administration; financial management and human relations; and professionalism, interpersonal and school management, conflict management, behavioural ethics and teaching knowledge. One of the participants responded that it was easy for him to be a principal because he was a lecturer at a college of education and was already working with teachers. Knowledge of the curriculum was also identified as being important.

The one participant responded that one must be able to deal with people. He was able to administer educators, learners, infrastructure and everything involved in the school community. The vision for the school and compassion for learners was also mentioned as being important for one to be appointed as a principal. The other participant responded that "*You have to be mentored by those with experience.* According to him, experience is the most important requirement even if managerial skills are also vital.

2.4.4. Teaching as a profession

All the participants responded that teaching is a profession and needs a lot of commitment. Teachers need to be competent and should be encouraged to be lifelong learners. Teachers should be able to do research work and learn more about departmental policies. A teacher should respect the community and the

school and act professional at all times. A lot should be done to inculcate professional ethics among teachers and to remind them what it is means to be a teacher.

The participants also noted that teaching in the present era is faced with many challenges. They mentioned challenges of discipline from teachers and learners. Teachers are being demotivated by the department of education because of some of the departmental policies do not fit in the present teaching context as schools are operating in poverty stricken communities. Teachers are not given a chance to teach. Lesson plans from the department of education are not helping teachers. Teachers are also demotivated by curriculum implementers who monitor learning areas but are not well articulated in those knowledge areas. Participants also responded that most teachers are disillusioned because of learner discipline, ever changing curriculum and salary scales. The participants also complained about '*too much curriculum change within a short space of time which results in teachers not being able to gain enough expertise to qualify them for the profession'*.

2.4.5. A teacher as a professional

A teacher is regarded as a professional when he or she behaves well and is dedicated to his or her work. Participants' response is that teachers must abide by code of conduct, be dedicated and go an extra mile. Teachers should demonstrate moral excellence and respect dress code. Learners should aspire to be like them based in their dress code. Their classroom approach should be that of preparedness, and positive in their work. Teachers should have the latest knowledge in the field of education and should be passionate. Teachers should also be encouraged to attend professional development workshops and cascade training activities to other teachers.

The participants responded that there is a problem of later coming among teachers. There are good teachers who are not pushed to class, but there are those who are pushed to go to classrooms.

2.4.6. Teaching staff involvement in professional development

The participants' response about the involvement of the teaching staff in professional development was mixed. Some of the participants responded that teaching staff are more involved in intellectual development but morally they are lacking. There is dissatisfaction because of lack of ethics of teaching as teachers are not good examples to learners. One of the participant responded that there is a staff development team in his school whereby teachers report to the heads of the department who are subject specialists. They have identified that there are problems of classroom discipline with teachers from other provinces.

One of the participants responded that at his school the average pass rate of learners in national senior certificate has decline from 88 to 46 percent between 2007 and 2010. Teachers at the school experienced challenges in the development of languages, mathematics, agriculture and physical science. The school identified that there are problems in classroom management because of learner ill-discipline. The participants responded that the department of education does not assist schools to develop teachers to address problems of classroom management and learner discipline. They reason that teachers should not wait for the department of education to develop them but to take their own initiatives. It was reported that schools try to develop teachers in a smaller scale by utilizing private provides to implement professional skills development. The union is also requested to assist poor performing schools.

Figure 3: Performance of a Secondary School in the NSC examination from 2005 to 2010

PERCENTAGE
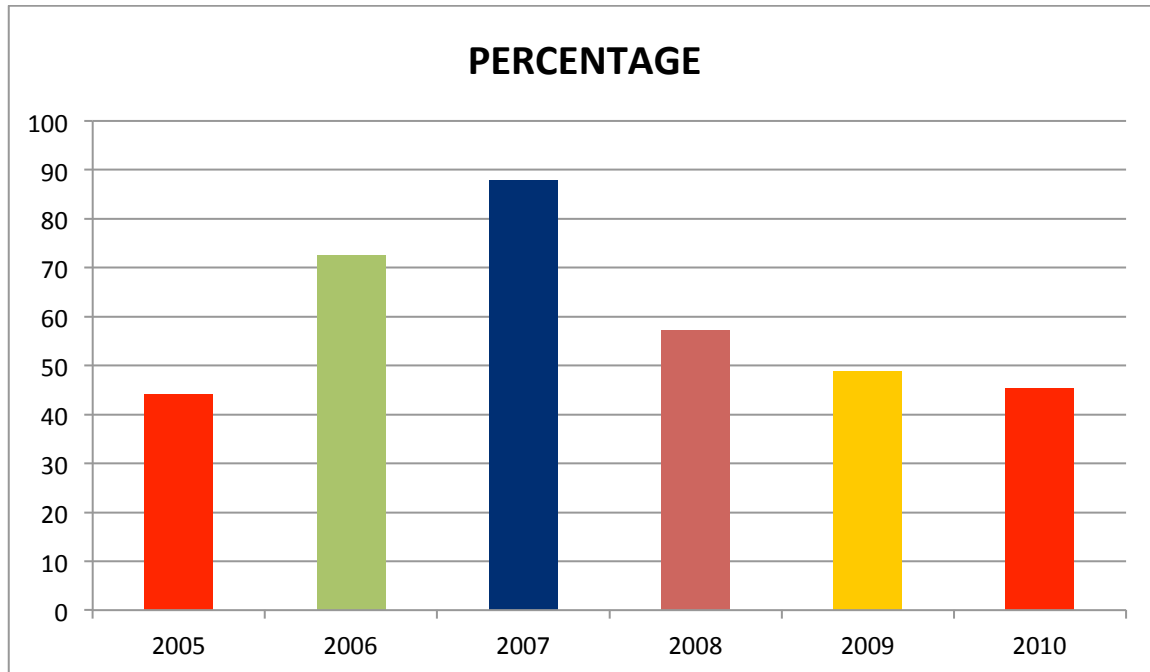
Source: Mpumalanga Department of Education 2011

2.4.7. Relevant professional development based on the school situation

The participants identified the following professional development challenges based on their school situations, which need development:

- Parental involvement
- Late-coming of learners
- Time management from teachers
- Classroom discipline
- Lack of curriculum knowledge
- HIV-AIDS training
- Human relations
- Languages
- Assessment
- Learning area development
- Development of school policies

Participants emphasized that in the past there were professional development by department of education but it has stopped. An assessment for teachers should be conducted and certificates be given to teachers that should be reflected on teachers' curriculum vitae that they have undergone a particular professional development training. This will serve as a motivating factor for teachers to participate in professional development activities.

2.4.8. Motivation of teaching staff for professional development

Most of the participants responded that they motivate their staff members for professional development. One of the participants responded that she encourages staff members to participate in professional development by paying from the school funds. She also regarded herself as a career student because she likes to increase her knowledge. The other participant responded that during staff meetings he tells teachers about professional development courses that are available in their learning areas. They also have some programmes for every grade and assist teachers in that regard.

One participant highlighted that he identify areas where staff members are weak and motivate them on those issues affecting learners and parents. He always points out to teachers the necessity of updating their knowledge through personal development. The development of teachers should be guided by learning areas they are teaching. The other participant responded that teachers have a tendency to develop themselves in areas that are irrelevant to their learning areas. He stated that '*I motivate my teachers to develop along their subject lines so as to be more knowledgeable unlike doing any degree for the sake of money'*.

2.4.9. Satisfaction about professional development for teachers

The participants are not satisfied about profession development of teachers. Their view is that there is no professional development of teachers from the department of education. The reasons that are provided are; teachers being

overloaded with work; the duration of workshop training being little; lack of intervention strategy from the department to help teachers; training being more theoretical as opposed to practical; IQMS being done for salary increment instead of teacher professional development; and union interference because of misunderstanding with the department on the training of CAPS.

The participants' responses is that this results in many private providers providing training courses which are not assisting teachers as they are only interested in money. The principals also complained that because of constant changes that are taking place in the education system, there is a need for better organized professional development. They argue that teachers receive minimal coaching whereas are expected to implement for a longer duration. Principals also complained about facilitators of professional development training for teachers who do not have enough knowledge. Their view is that facilitators should provide guidance to teachers in terms of implementation of development training. As a result, facilitators should be competent mentors and advise teachers after the workshops during the implementation phase.

2.4.10. Role of teachers' union on professional development of their members

Almost all participants viewed the role of union in professional development of their members as being of critical importance. Participants are of the view that unions might have more expertise that the department of education. Unions should forge links with universities and develop better professional development for their members. There is a need to focus more on in-service training of teachers. Teachers should be encouraged to organize cluster training in terms of their learning areas based on the challenges of the curriculum.

Participants also appealed to unions to assist by encouraging unity of teachers at schools. When teachers come to school they should regard themselves as members of the school and work as a team. Participants also appealed to

unions to re-conscientize teachers about their work. They can do this by building confidence of teachers around the curriculum. Unions should also conduct workshops for teachers to listen to the challenges that teachers face in their workplaces. The view of the participants is that teachers have many challenges and most of the time their pleas are not addressed by the department of education.

The unions can also assist in building confidence of their members by encouraging them to be better candidates when promotional posts are advertised through professional development workshops. Unions can also ensure that there is no nepotism in the appointment of teachers to promotional posts through professional development. This will assist teaching being regarded as a professional career.

2.5. Conclusion

This chapter reported on the findings of teachers based on the focus group discussions and open-ended interviews with principals in schools in Mpumalanga provinces. Ninety one teachers and nineteen principals in twenty schools, both primary and secondary participated in this research study. The aim of this chapter was to solicit views and perceptions of teachers who are SADTU members and principals in participating schools, based on the personal experiences about what are the training needs that will inform their professional development and to report on the findings of the participants based on empirical data. The next chapter provides an analysis of the findings of different participants so as to identify patterns that emerge that will provide basis for the recommendations that will be made for this research study.

CHAPTER 3

ANALYSIS AND INTERPRETATION OF THE FOCUS GROUP DISCUSSIONS AND INTERVIEW RESPONSES

3.1. Introduction

This chapter presents analysis of the data collected through focus group discussions and interviews and its link to the literature reviewed. The data is analyzed by using categorisation according to the themes presented in previous chapter.

According to Danielson & Hotchschild (1998, cited in Levin & Fullan, 2008:293), changing practices across many schools will only happen when teachers see the need and commit to making the effort to improve daily practices. Ninety one teachers and nineteen principals and a deputy principal from twenty poor and underperforming township and rural schools, both primary and secondary in Mpumalanga province were subjected to focus group discussions, questionnaires and open-ended interviews about the importance of professional development programmes to address training needs of teachers so as to improve performance in classroom practices. Unions are important stakeholders in the teaching profession because they protect the interests of teachers and also advocate for professional development practices amongst their members in order to improve their quality of teaching and learning. Hence, the contribution of SADTU members who are majority of teachers in the education sector and negatively impacted by lack of quality professional development training to improve the classroom practices is of great importance.

The analysis and interpretation of the focus group discussions and questionnaires with teachers and interviews with principals in schools in Mpumalanga province about the training needs of teachers who are SADTU members, their views and understanding of professional development and challenges will be highlighted in each section.

3.2. Profiling teachers in Mpumalanga Province

There are a variety of data sources on teachers in South Africa, all providing different types of information based on different definitions of teachers. This section draws on research conducted by South African Teachers Union (SADTU) research team in three regions of SADTU; Nkangala region, Gert Sibande region and Bohlabela region in the Mpumalanga province. It discusses profiles of teachers with regard to age and gender, qualifications, teaching experience (number of years in the classroom teaching), occupational position and current studies. The data is drawn from a sample of 91 teachers, both male and female who are members of SADTU, 19 principals a deputy principal in poor township and rural schools in three regions of Mpumalanga province.

(a). Age and gender distribution
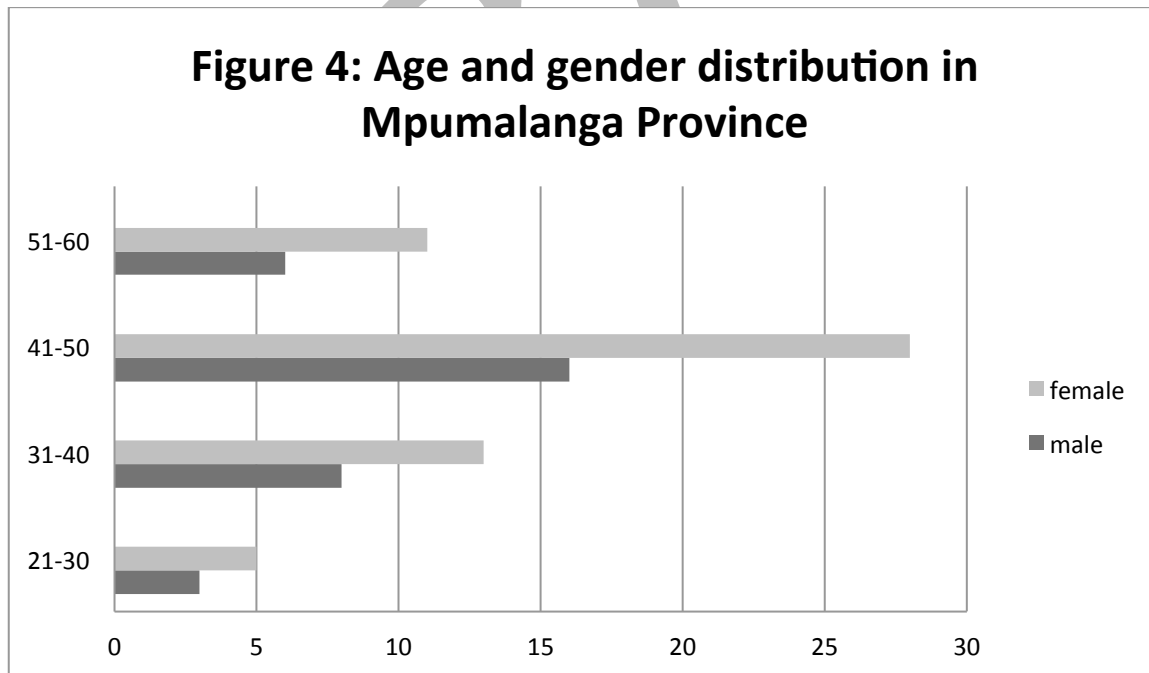
Source: SADTU 2011

The gender distribution of teachers in the three regions of SADTU in the province shows that female teachers dominate the profession, constituting 63% while male teachers constitute 37 % in both primary and secondary schools. According to the data collected the mean age for teachers is 44 years, meaning an average teacher in Mpumalanga might have been in the teaching profession for a period of 20 years.

(b). Teacher qualifications

Figure 5: Teacher qualifications of SADTU members in three regions of Mpumalanga Province
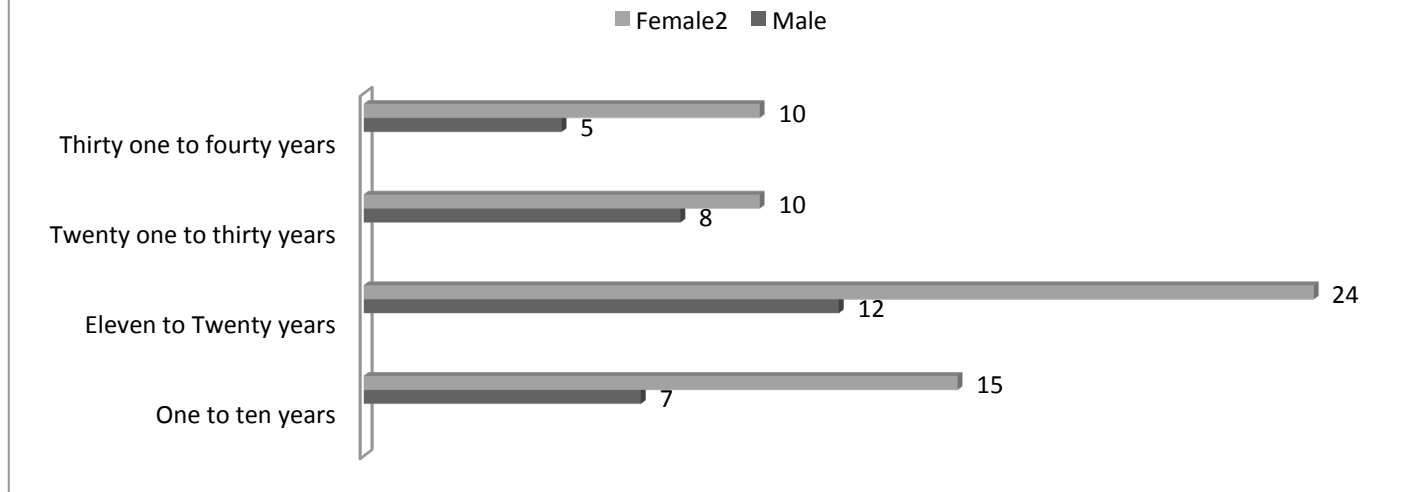
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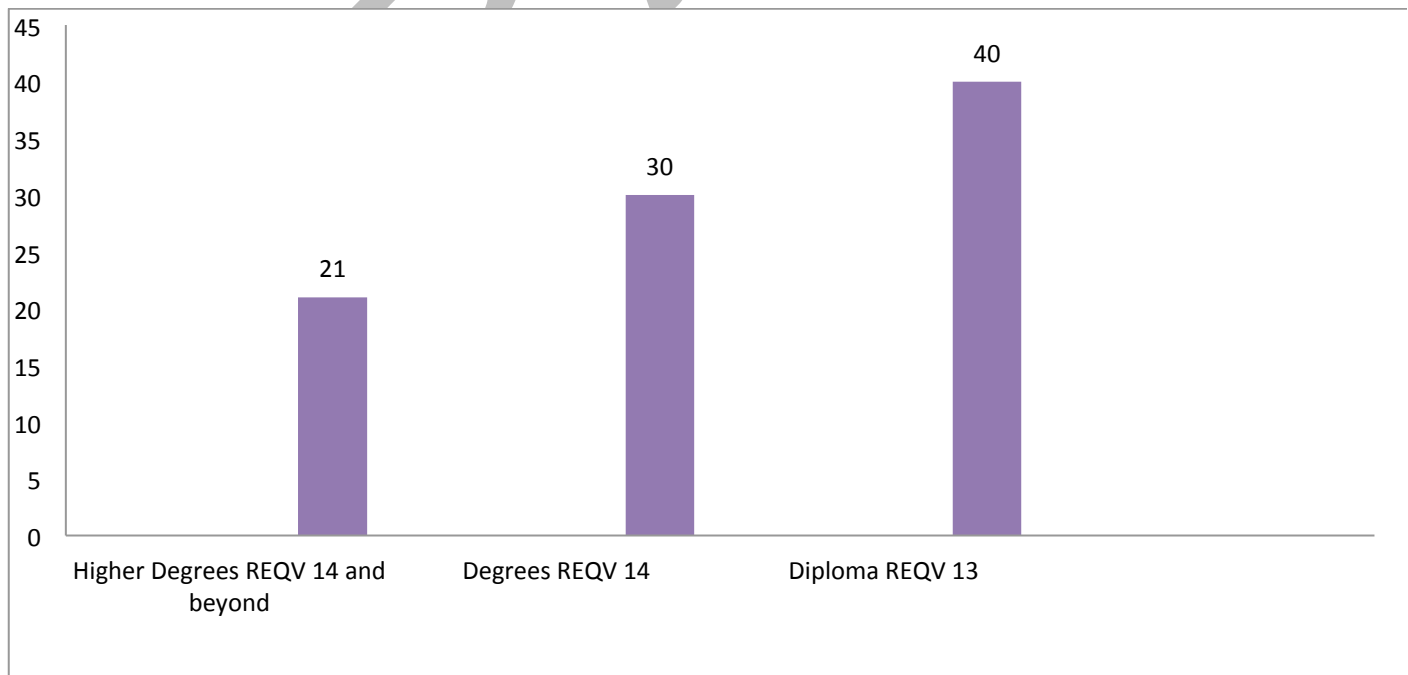
Source: SADTU 2011

According to a report of Carnoy & Chisholm (2005) on towards understanding student academic performance in South Africa, the report found that the:

Norms and Standard for Educators, published in 2000, regarded teachers who had obtained three year post school qualification (REQV 13) as adequately qualified. The 2007 National Policy Framework for the Teachers Education has set the minimum entry level for all new teachers joining the teaching profession slightly higher, at REQV 14 level. The two recognized pathways are 1) the four year professional Bachelor of Education degree and 2) a three year junior degree followed by a year- study of a post-graduate diploma. Less than half (49.9 per cent or 171 97) of 359 260 teachers in South Africa had an REQV 14 in 2004. A further 37.4 per cent (or 134 509 teachers) had an REQV 13 level qualification (Carnoy & Chisholm, 2005; P.5).

 Statistics collected in three regions of SADTU in Mpumalanga Province shows that teachers have been studying part time to improve their qualifications and teaching practices. The statistics shows that 56 % of the teachers have the REQV 14 qualification and above required by the department of education. A further 44% are adequately qualified at REQV 13. What is encouraging in this regard is that some teachers are currently studying through institutions of higher learning to improve their qualifications and classroom management, discipline and pedagogical practices. It is nonetheless important that all stakeholders in education should assist in improving professional development of these teachers.

©. Teaching experience based on gender distribution

Figure 6: Teaching experience according to gender distribution

■ Female2   ■ Male

| Experience	Male	Female2
Thirty one to fourty years	5	10
Twenty one to thirty years	8	10
Eleven to Twenty years	12	24
One to ten years	7	15

Source: SADTU 2011

The statistics indicates that teaching experience of 39 per cent of research participants ranges between 11 to 20 years. Statistics indicates that female teachers who are in these years of experience are double that of male participants. The figure also indicates that more female teachers (10) have been in the teaching profession for more than thirty years as opposed to male teachers (5). This means that more females than males are likely to stay in the teaching profession for a long time. More than 50 per cent of female teachers are new in the profession as opposed to male teachers. This might therefore mean that in rural areas where the research was conducted, women are more likely to be attracted to a teaching career as opposed to men.

All in all, the statistics indicates that 40 per cent of female teachers who participated in the research study have teaching experience of between eleven to forty years as opposed to male teachers (14 per cent). This statistics indicates that in this particular research, there are more female teachers who are in the teaching profession in Mpumalanga province whom professional development programmes should focus on. This view is also supported by the observation that was made during the research study which showed males teachers being in position of leadership as opposed to female teachers, who

are in majority with more teaching experience. The conclusion from this analysis indicates that male teachers in rural areas have better chances of career pathing than women teachers regardless of years of teaching experience.

(d). Occupational position

Figure 7: Occupational position according to gender distribution
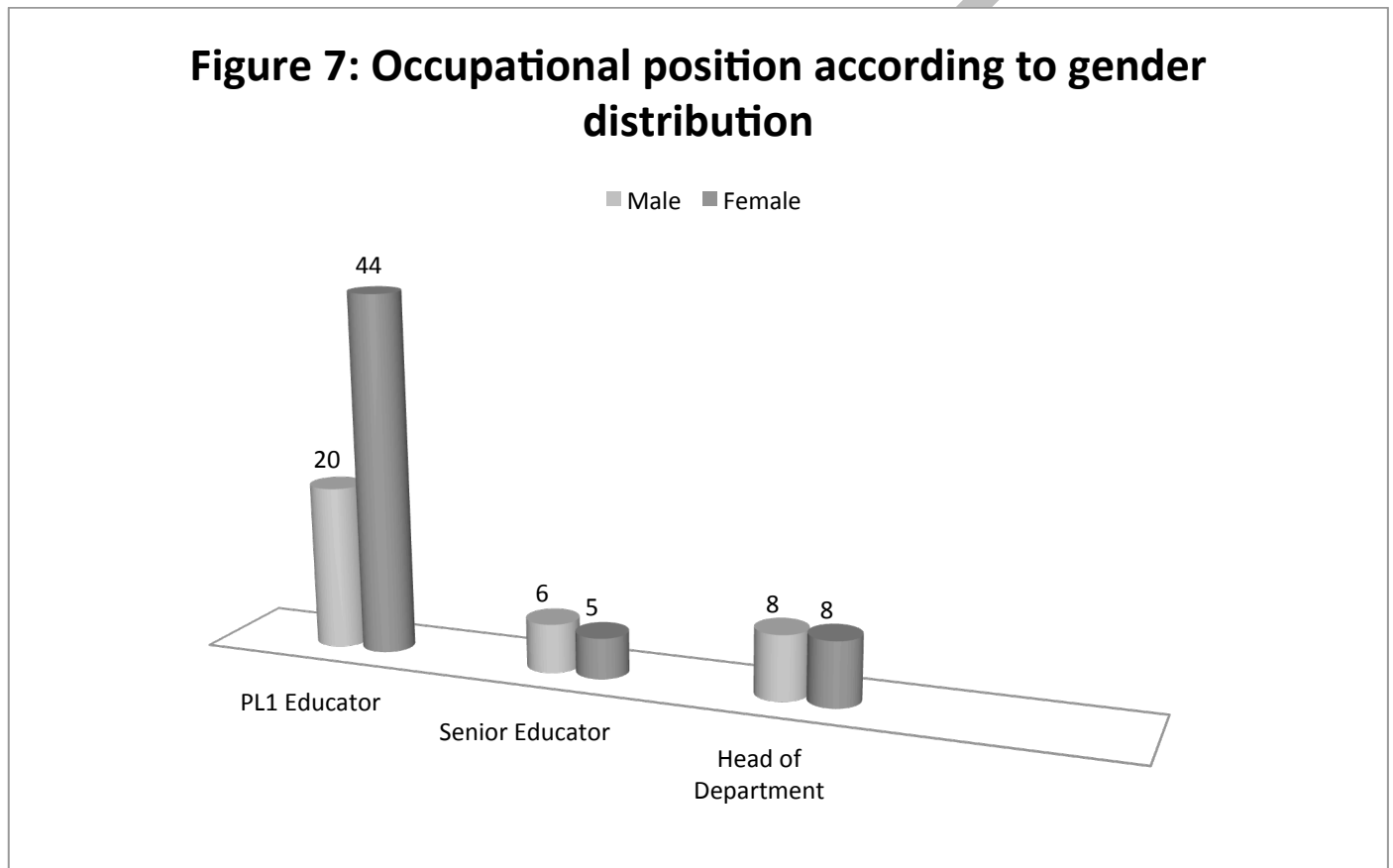
Statistics indicates that 69 per cent of PL 1 educators are female as opposed to 31 per cent male. However, 55 per cent of senior educators are male in comparison to 45 per cent who are female. The percentage of female and male heads of department is evenly distributed at 50 per cent. However, it should be noted that 63 per cent of teacher participants in the study are female as opposed to 37 per cent male. This indicated that the majority of male teachers occupy senior positions at different schools in this particular research study

even though according to numbers of teachers in different school, are in minority.

The figures in this research study demonstrate lack of career pathing for women as opposed to men within the teaching profession. These indicators might have serious implication for professional development of female teachers who constitute the majority within the teaching sector but occupy junior positions in different schools.

(e). Current studies

Figure 8: Teachers involvement in current studies as per REQV levels
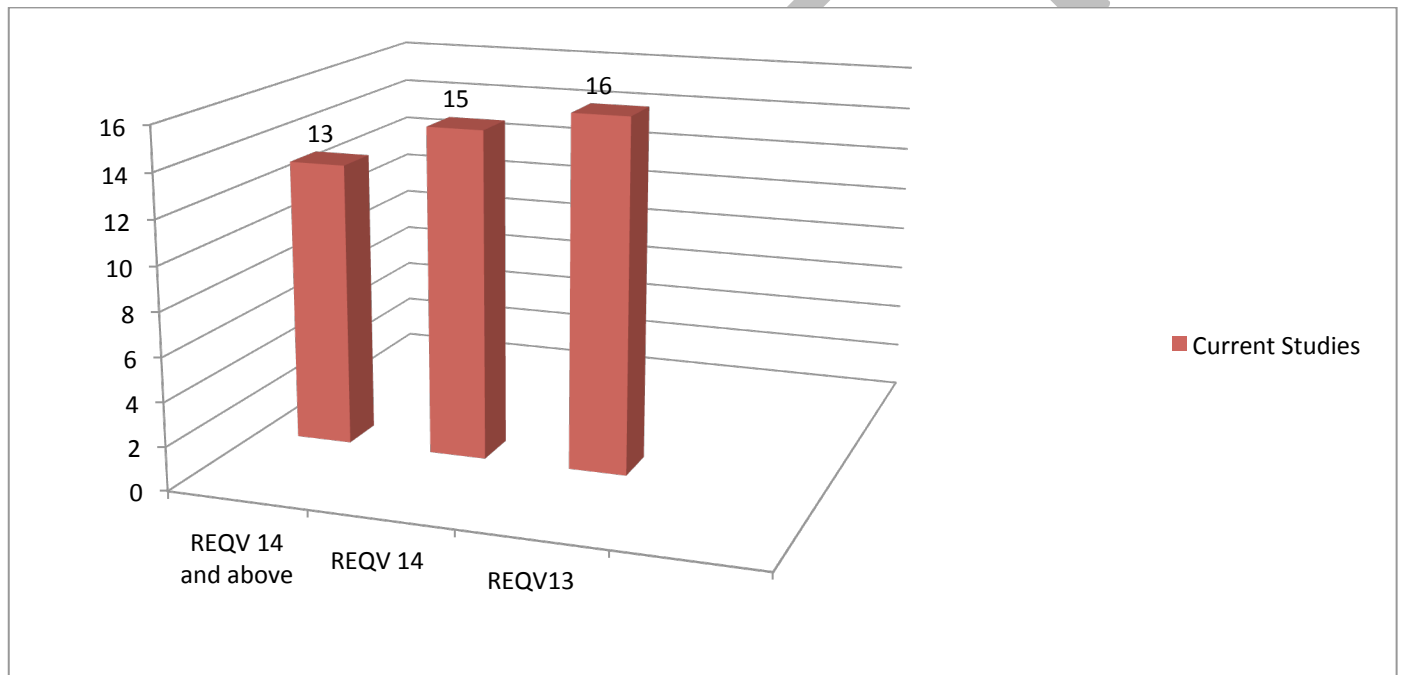
SOURCE: SADTU 2011

Statistics indicate that 34 per cent of research participants are in engaged in current studies to improve their pedagogical and classroom room practices. 31 per cent of those who have acquired REV 14 and above are involved in current studies as opposed to 17 per cent of those who have acquired REQV 13. Although it is encouraging that teachers are involved in current studies to improve their level of professional development, raises a serious concern that only 17 per cent of teachers who are in lower qualification level (REQV 13)
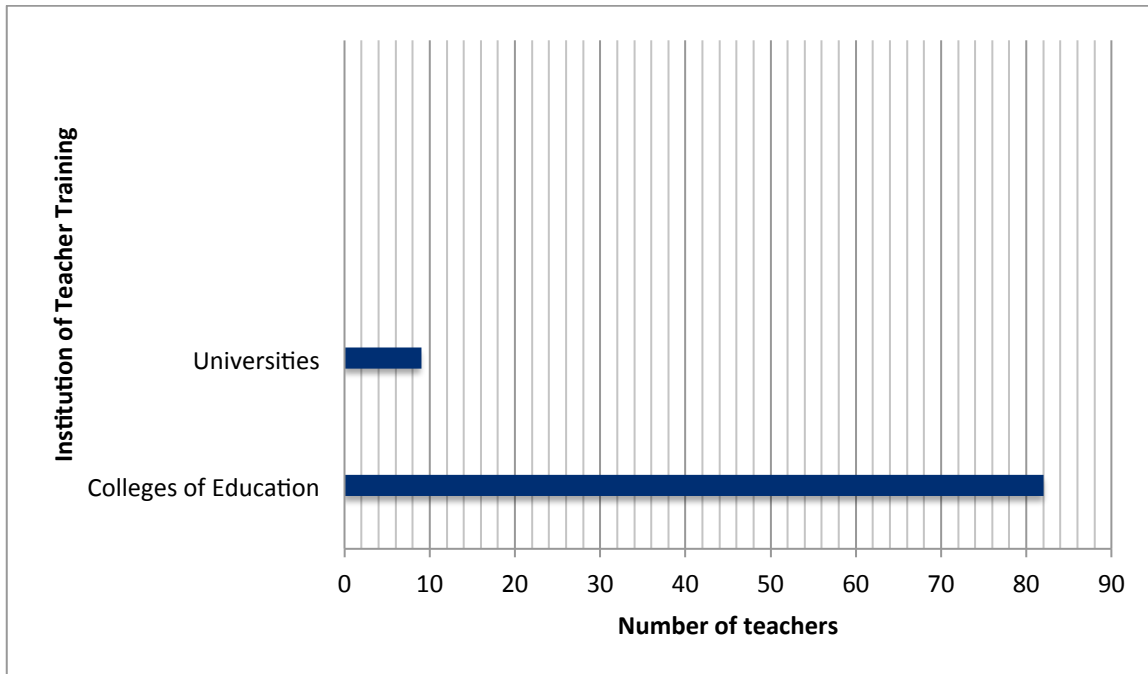
are involved in current studies. The figures indicate that 66 per cent of 91 research participants are not engaged in any current studies to improve their qualification. This emphasizes a serious need for teacher training to improve professional development, especially those teachers in REQV 13.

3.3. Life before joining teaching profession

The life of many participants according their family backgrounds was difficult. This on its own was a major contributory factor for some of them to choose teaching profession as it was a cheaper option. In most cases, it was the only available career profession because of their lack of exposure to other professions. The challenge therefore is that most of the participants chose the teaching profession not because of the love of teaching, but to escape their poverty backgrounds. This means that more has to be done to inclucate professional development to motivate them of the profession and to instill professional ethos. This is also supported by statistics which indicates that only 17 per cent who are in lower qualifications level of REQV 13 are participating in further studies. This means that more 83 per cent of teachers at lower levels of qualifications are not involved in any professional development studies.

3.4. Institution of teacher training

Figure 9: Institution of teacher training

A horizontal bar chart with "Institution of Teacher Training" on the vertical axis showing two categories, "Universities" and "Colleges of Education", and "Number of teachers" on the horizontal axis ranging from 0 to 90. Universities reaches approximately 8 and Colleges of Education reaches approximately 82.

SOURCE: SADTU 2011

93 per cent of the participants in the study pursued their teacher training in colleges of education as opposed to 7 per cent who studies at universities. This is because prior to democratic dispensation, many African teachers, especially from those former homelands have more access to study their teaching in teachers' training colleges as opposed to universities. The major factor for this trend is that colleges of education were cheaper and also because of the past segregations policies in the country where education was divided according to racial lines. Even though many participants claim that colleges were better equipped to provide teaching as opposed to universities, there was a question about their quality provision because most of the colleges of education were under-resourced because African education in South Africa was viewed as of inferior quality compared to other population groups.

The other challenge is that since most of the colleges of education were closed as a result of the restructuring of education system in South African since 1994, it appears as if no in-service training was provided for teachers who graduated from the college system and many of them were left behind in

terms of curriculum changes. This is supported by the well known factor of poor performance in rural areas and poor township schools in South Africa.

From ninety one teachers who responded about where they received their first training in the profession, eighty five trained at different colleges of education in the country. Only six, received their foundational training in teaching profession from different universities.

3.4. Social and Political life during training

Social and political life during teacher training in South Africa contributed a great deal in shaping the professional outlook of the participants. The reason is that in South Africa education has been a political contestation prior to the democratization of the country in 1994. Many of the participants participated in different political and social activities during their years at colleges so as to develop leadership and organizational skills which are much needed leadership in their schools and communities because most of the communities were denied opportunities to education.

This emphasizes the importance of union involvement in education because in South Africa, education has been a political issue, therefore politics and education could not be separated. Most of the challenges that African teachers are facing are within a particular social context that is informed by the past policies of racial segregation that divided the country. This on its own implies that education has been used as a political instrument and by its nature education in South Africa has been politicized. Therefore most of the professional development challenges that inform training needs for teachers are viewed with the socio-political lenses by the participants.

3.5. Becoming a teacher

From the responses of the participants teaching was not a choice but was informed by the social context which was influenced by poverty. As most of the participants were from poor family backgrounds, they relied on bursaries

and sponsorship to enroll for a teaching profession. Many participants became teachers because they wanted to alleviate poverty situations from the families who assisted them to become teachers. For them, becoming teachers is more like paying back for the sacrifices that their families and communities had made. As a result, there is a need to re-orientate teachers to regard teaching as a profession of choice by implementing professional development programmes that can instill the values and ethos of the profession. This might go a long way in motivating teachers to become more professional in the conduct and classroom practices.

3.6. Choice of a first school and initial teaching experience

Based on the research findings, it was easy for older teachers who completed their teaching studies in the 1970s and 1980s to be placed at schools as opposed to teachers who completed in the 1990s, during the democratic dispensation in the country. During the 1970s and 80s there were employment opportunities in schools as opposed to the 1990s. The reason for this is that in the democratic dispensation, a government policy of restructuring and rationalization in the education system was introduced which resulted in majority of teachers deemed to be in oversupply, whereas in the 19970s and 80s there was a serious need of teachers especially in the rural areas.

In the 1990s it was difficult for teachers to choose their first schools as there was scarcity of employment. As a result most of the teachers accepted teaching post in areas far away from their homes and this contributed negatively on their initial teaching experience. This is contrary to the views of older teachers who enjoyed their initial teaching experience which was interesting and challenging. Based from the views of the participants, it appears as if most of the new teachers who started in the 1990s did not enjoy their initial teaching experience because of being in areas far away from their homes and experienced cultural differences. Lack of proper facilities, teaching subjects not qualified for, learner discipline, abolishment of corporal punishment, and overcrowding in schools also demotivated them. This had a

negative impact on their level of professionalism and might be one of the reasons for poor performance in different schools.

3.7. The value of life experience in adjustment to teaching

Life experiences of many participants prepared them to adjust to teaching as they come from poverty stricken background and were able to cope with learners from such backgrounds. As a result of their life experiences, most of the participants acquired values of responsibility, respect and hard work which are necessary for being in the teaching profession. There seems to be a high level of commitment from participants as they also participate in development of children in their communities. What is needed is support in terms of professional development from different stakeholders in education.

 The challenge for many participants is that they are from strict families that believe in using corporal punishment to exercise the rules. This is a disadvantage for most of them as corporal punishment has been abolished in the education system. They regarded corporal punishment as the only way that they know based on their background of instilling discipline among learners.

3.8. Meaning of being a teacher and motivation

All participants demonstrated a positive meaning of being teachers such as being a role models and parents to learners. They also regarded teaching as being more than a profession but a calling. On the contrary, they also complained about lack of respect for the profession by both learners and communities which demotivate them in their work. Different participants are also motivated by their love of children and need to improve the communities that come from to be in the teaching profession. According to participants,

they want to give back to their communities through developing learners to become better leaders in the future.

The based on the participants' responses, there is a need for improving the working conditions of teachers so that they should not be lost to the profession. They view professional development as the first step in improving their conditions of service so that they can win back the respect from both learners and community.

3.9. Influence and role in the community

Based on this research study, most of the teachers play an influential role in their communities. They regard themselves as leaders in their communities and communities expect them to guide learners. As a result, teachers are role models and their conduct has to be exemplary to their learners and children in the community. This necessitates professional development for teachers so that the community can benefit from their professional conduct.

This is important because many learners in the schools are orphans and look up to the teachers to provide guidance and support.

3.10. Description of the school community

The participants' response to this question received mixed responses. Whilst teachers at different schools are satisfied about their relationship as teachers, they are not happy about the role of the parents. In most schools parents do not participate in school activities to assist their children. This has a negative impact on culture of learning and teaching because teachers expect parents to be partners, especially in the areas of learner discipline. In schools where parents are actively involved, there is a sense of discipline and order, whereas in schools where parents are not involved, there is a sense of chaos.

The major challenge in poor and rural communities is that parents are not well equipped to participate in the school governing bodies as most of them

lack necessary education. The challenge therefore is to develop better structures within schools and communities that will ensure that parents understand their role in assisting school, especially with learners conduct. This also calls for workshop training for teachers in terms of dealing with learners from disadvantaged communities. If there is no better relationship between parents and school, learners' performance deteriorated.

3.11. Understand of a profession

All participants seemed to have a better understanding of a profession. Their emphasis was more on skills competencies and behavioural conduct. The participants also agreed that it is important for them to behave professional so that they can be respected by the community. This therefore calls for professional development as most participants agreed that professionalism will enhance their status with the communities. Participants are of the view that professionalism will instill confidence in their work.

3.12. Teaching as a profession

The participants agreed that teaching is a profession like engineering and medicine. They however pointed that there are challenges of professional development in teaching which devalue the status of the profession. Participants also complained about lack of professional conduct of some of the teachers and advised that continuous professional development workshops should be conducted to orientate new teachers and to keep old teachers abreast of developments with the teaching profession.

These views were also supported by principals who view teaching as a profession which needs lot of commitment. According to the views of principals a lot still needs to be done to inculcate professional ethics among teachers. They also noted the challenges that teachers are faced with such as lack of support from the department and lack of discipline from both teachers and learners which impact negatively in the teaching profession. Principals

also mentioned that curriculum implemented should be better equipped about the new curriculum so that they can be able to assist teachers to improve on the classroom practices.

3.13. Exposure to professional development

Based on the findings of the participants, not all teachers are exposed to professional development by the department of education. Even teachers who are exposed to professional development are not happy about the quality of professional development programmes offered by the department of education. Their views is that there is no synergy between what they are trained on and implementation for classroom practices which results in professional development programmes not being beneficial to their professional development. This result in some teachers pursuing their own self-development which might not necessarily be aligned their learning areas and classroom practices.

During open-ended interviews with principals, the same challenge of lack of professional development for some teachers was alluded to. Principals also reported that this result in other teachers pursuing forms of development which are not geared to their classroom practices. The implication is that even though teachers pursue other forms of development this does not assist in improving performance in different schools. This view is also supported by Figure 8, i.e., current studies, which indicated that 83 per cent of teachers in REQV 13 are not involved in any form of development. Based on the responses of both teachers and principals from the research study, there is a need for professional development training for teachers in schools that is informed by the challenges of the new curriculum.

3.14. Value of professional development programmes in classroom practice

The participants' responses were divided about the value of professional development for classroom practices. According to them, training in lesson plans and mathematics was beneficial as it improve their classroom practices. Other participants have contrary views as they felt that most of professional development trainings focus on policy and manuals. They reason because of large number of learners in the classrooms, OBE cannot be practically implemented in classrooms in poor township and rural schools. Overcrowding in classrooms, short time for training and lack of necessary curriculum knowledge by curriculum implementers were some of the challenges raised by the participants.

The responses of teachers were supported by a principal in one of the school whereby he indicated that the average performance of his school in matric results between 2007 to 2010 declined from 88 per cent to 46 per cent. He attributed this to challenges in professional development of teachers in languages, mathematics and agriculture. His view is that the department of education is not doing enough to support teachers and add value in their professional development in these learning areas. The impression from the research study as that when schools achieve better results many learners from poor family backgrounds enrolled at those particular schools but the department does not do provide necessary support to teachers in the schools to maintain good performance.

3.15. Reason and motivation for union membership

Participants joined the union for many reasons such as its policy and constitution and being from disadvantaged background. However, one of the most important factors that participants joined the union is because of young membership age as opposed to other teachers' association that caters mainly for older teachers. This is contrary to the membership figures which indicate more than 50 per cent of union members being in the age range of above 40 to 50. The reason for this might be that as teaching is one of the longest

profession most of the participants feel that they have an opportunity to grow within the organization.

In terms of motivation for membership, participants felt that the union is more representative as it tackle their labour rights challenges and speaks on the behalf. The other motivating factor for membership is that the union is active and visible in schools as opposed to other unions. They argued that the union should capitalize on its large membership to address professional development challenges for teachers. This in their view will open career path opportunities and improve teaching and learning in schools.

3.16. Professional development training in SADTU

The participants' views about professional development within SADTU were mixed. Whilst few felt that the organization was involved in some form of professional development for its membership, the majority felt that the union should do more in this aspect. The reason is that the union is closer to its membership than the department of education; therefore it can identify their training needs for professional development better. Participants also felt that the union should focus its professional development programmes on learning areas, learner discipline and management of overcrowded classroom, especially in poor township and rural schools where more of its members are located and quality of teaching and learning is negatively affected.

3.17. Union as a better organization for professional development

All teachers agreed that that the union is better organization for professional development because of its closer proximity to its membership. There feeling among participants is that professional development is part of employment condition, which is a right that the union should fight for. Participants also felt that the union should forge links with universities and other professional institutions as it understand the challenges that its members are faced with more than the department of education. Their views are that the union is in a

better position to consult adequately with its membership about professional development rather than the department of education. This is because members have confidence in the union as their spokesperson in its engagement with the department of education.

This view is supported by principals who feel that the union can do more to assist its membership, especially in ensuring that there is unity of teachers at schools. Principals feel that unions can contribute to professional development by conscientising their membership about their work as professionals. There feeling amongst principal is also that the union can assist in developing confidence of teachers so that they can develop themselves and stand a good chance when applying for promotional posts in the education sector.

3.18. Professional development to improve classroom practice

Participants require professional development to improve their classroom practices in the following training needs areas: Languages; learning areas development (e.g., mathematics, physical science, accounting, economics, life sciences); lesson planning; assessment and moderation; learning material and textbooks development; classroom management because of overcrowding; inclusive education; managing diversity; managing curriculum changes, .i.e., CAPS; teamwork; learner- discipline; teaching strategies and methods; life skills; leadership skills; foundations for learning development; learner support material development; and extracurricular activities.

Principals also agreed with teachers about the need for such professional development areas and also reflected on following areas which requires support for the school: parental involvement; strategies to deal with late coming of learners; time management training for teachers; strategy on classroom discipline; HIV-AIDS training; human relations development strategy; and training on school policies. An emphasis was also made that teachers who undergo these trainings should be provided with award

certificates as a form of motivation and opening opportunities for career development.

3.19. Suggestions to the union to assist to become a better teacher

The participants suggested to the union to assist them in becoming better teachers by building the capacity on managing curriculum. It was also stated that whilst union are protecting the labour rights of members, they should inculcate the spirit of commitment to be profession through development of professional ethics. Union should also assist in ensuring that post-provision model reduce overcrowding of classrooms in poor schools in township and rural areas. The role of curriculum implementers should be addressed so that it does not disrupt school planning. The union should also strive to ensure that the content of learning in schools should suit learners

3.10 Summary

The purpose of this Chapter was to interpret and analyze the findings of the research study so as to solicit views and perceptions of teachers who are SADTU members and principals in participating schools about the training needs that will inform their professional development for better classroom practices. Based from this research study, the interpretation and analysis points that there is a need for professional development for SADTU members who are teachers which are informed by the training needs identified.

The training needs are as a result of the fact that most of the teachers are at REQV 13 which is a lower qualification level. These teachers are not currently

engaged in any form of studies. This in itself hampers their ability to improve learning and teaching in their classroom practices. The other challenge for teacher professional development is that most of the research participants complained about quality of training that they received from the department of education. Their view is that workshop training that they receive from the department are not geared to improve their classroom practices. They also complained about short period of time allocated which is not sufficient for their professional development to implement new curriculum changes.

CHAPTER 4

RECOMMENDATIONS

Introduction

The purpose of this research study was to solicit views and perceptions of teachers who are SADTU members and principals in participating schools about the training needs that will inform their professional development for better classroom practices. The question of teacher professional development has recently become a priority for government, teacher unions and other educational organizations in a quest to improve their education system. For professional development to be effective among teachers, it is important to identify their training needs so as to implement relevant professional development programmes. Therefore, the objective of this research study was to:

- To identify the training needs that should guide professional development for SADTU members.
- To develop a training needs analysis instrument that will inform professional development for SADTU members.
- To guide Curtis Nkondo Professional Development Institute in the development of teacher development programmes for SADTU members.

Based on the findings, interpretation and analysis of this research study it is recommended that:

- Most of the teachers have been in the teaching profession for over 20 years without proper in-service training. Professional development training should be implemented for such teachers so as to their develop knowledge about the curriculum changes, .i.e. Curriculum and Assessment Policy Statement (CAPS).
- 44 per cent of teachers in the research study are at REQV 13. The qualification level of these teachers should be upgraded through professional development to the REQV 14 as a minimum qualification

level required by the 2007 National Policy Framework for the Teachers Education which has set the minimum entry level for teachers' qualification at REQV 14.

- Professional development training should target more female teachers as the research study indicates that most of the teachers in the sector in poor township and rural schools are female as opposed to male.

- The research study also indicates that more female are likely to enter and stay in the profession more than their male counterparts. This necessitates professional development that will lead to career pathing for female teachers.

- Only 17 per cent of teachers at REQV 13 are involved in any current studies to improve their classroom practices. This indicates that 83 per cent of teachers at a lower level of teaching qualifications are not involved in any professional development practices. There should be a motivation system that will encourage such teachers to enroll for professional development to improve their classroom practices.

- Most of the teachers chose teaching as the only option because of their life background. More has to be done to inculcate professional development practices that will motivate them and instill professional ethos.

- 93 per cent of the teachers in the research study pursued their teaching studies at former colleges of education. This is because most of them are from rural areas and could not afford to go to universities because of the cost factor. There should be funding for learners from poor township and rural schools to pursue their teaching studies as most of them cannot afford university fees.

- The government should also reconsider opening colleges of education, especially in rural areas as most learners who want to pursue teaching could not access universities because of the distant location and unavailability of space.

- The socio-political challenges should be addressed to motivate teachers from poor backgrounds to improve on the classroom practices as these have a negative impact.

- Proper facilities, i.e. well functioning libraries and laboratories are necessary ingredient for effective teaching and learning in schools. More resource allocations are necessary for effective functioning of poor township and rural schools and serve as a motivating force for both teachers and learners.
- School managers and teachers in poor township and rural schools should be trained about better strategies of discipline for learners since corporal punishment has been abolished.
- Working conditions in township and rural schools should be improved so as to retain good quality teachers in the teaching profession.
- Teachers in poor township and rural schools should be trained on community development as most of the learners are from poor family background, .i.e. orphans, and therefore need community support structure to promote learning.
- Better structures between schools and communities should be developed to ensure that parents understand their roles in assisting schools, especially with learners' conduct.
- Curriculum implementer should be better equipped about curriculum changes so that they can be able to assist teachers to instill professional development practices within schools.
- Most schools in townships and rural areas requires teacher training in learning in the following areas; languages, mathematics, sciences (physical and agricultural), economics and accounting, lesson plans, teaching strategies and methodologies, classroom management and management of diversity. The reason is that when schools improve their performances, new learners with learning difficulties enroll at these schools and schools performance average drop.
- The union and department of education should develop mentorship system for new teachers to acclimitise in the teaching profession.
- The union should capitalize on its large membership to address professional development challenges. This will assist in recruitment of new members by opening career pathing opportunities for senior teachers who can play mentorship roles to new teachers.

- The union should forge links with professional institution for development of its members because of its close contact with membership; it is well positioned to conscientise its membership about professional development as opposed to the department of education.
- Union should organize professional development for its memberships on human relations areas such as: time management for learners and teachers, team work, human relations development strategies, parental involvement, HIV-AIDS management. Teachers who undergo these training should be awarded certificates of recognition as a form of motivation and opening opportunities for career progression.
- Union should assist teachers by ensuring that post provisioning models reduces overcrowding of classroom in poor schools.
- The union should also guide the department of education to ensure that content learning and school language policies suit learners to succeed in their learning.
- The union should develop training programmes and other institutions, e.g., ETDPSETA should develop training programmes for unemployed teachers so as to update their teaching knowledge and be used as a strategy for recruitment of new members for the union.
- The union should develop a programme aimed at empowering parents and school governing bodies to improve on quality of learning and teaching as part of its Quality of Learning and Teaching Campaign (QLTC).

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APPENDIX A

Questionnaire for Focus Group Discussion with Teachers in Primary and Secondary Schools

TEACHER BIOGRAPHY AND PERSONAL INFORMATION

Section A

Age:……………………………………………………………

Gender:……………………………………………………..

Qualification:……………………………………………….

Teaching Experience:……………………………………….

Occupational Position:………………………………………

Current Studies:…………………………………………….

1. Tell us about your life before joining teaching profession.

2. Where did you grow and school you went to?

3. What influence your career choice?

4. Where did you train to be a teacher?

5. What kind of social or political life did you have?

6. What was your family situation then?

CAREER INFORMATION

Section B

7. How did you get to be a teacher?

8. Why did you choose this particular school?

9. How was your initial experience in the teaching profession?

10.   Did your life experiences before teaching assist you to adjust in the teaching profession? Why and how?

11.   What does it mean to you to be a teacher?

12.   What does influence do you have in your community as a teacher? What role do you play in the community, e.g. church, social club/society, etc.

13.   How would you describe your school community?

14.   What motivates you as a teacher?

PROFESSIONAL DEVELOPMENT INFORMATION

Section C

15.   What is your understanding of a profession?

16.   Is teaching a profession? If yes why? If no why?

17.   Have you even been exposed to professional development as a teacher? Why?

18.   What professional development programmes have you been exposed to?

19.   What value did they add in your classroom practice?

20.   Did they assist you to become a better teacher? If yes, how? If no, why?

TEACHERS UNION INFORMATION

Section D

21.   When did you join SADTU?

22.   Why did you join SADTU as a teachers' organization?

23.   What motivated you to join SADTU?

24.   What professional development training have you been exposed to in SADTU?

25.   Did they benefit you? If yes, how? If no, why?

26.   Is the union a better organization to provide professional development for its members? If yes, why? If no, why?

27.	What professional development can you suggest to improve your classroom teaching?

28.	Is there any suggestion that you can make to the union to assist you to become a better teacher?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX B

Questionnaire for School Principals

1. What motivated you to choose a teaching profession?

2. How many years did to work as a teacher before being appointed as a principal?

3. How were you appointed as a principal?? Elaborate. What skills are you expected to have? Elaborate?

4. What is you view about teaching as a profession?

5. What makes a teacher to be a professional?

6. Is your teaching staff involved in professional development?

7. What constitute a relevant professional development based on your school situation?

8. How do you motivate your teaching staff for professional development?

9. Are you satisfied about professional development training that your teaching staffs engage in? If yes, why? If no, why?

10. What role can teachers' unions play in professional development of their members?

THANK YOU FOR YOUR PARTICIPATION