Teachers' Understandings and Practices of Professional Self-Development: Perspectives From Thirteen Teachers

BY

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DECLARATION

I, **Vusumuzi Obed Kubheka**, declare that:

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SUPERVISORS' STATEMENT

This Thesis was submitted with~~/without~~ our approval

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Supervisor: Prof T. T. Bhengu **Date**

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Co-Supervisor: Dr S. D. Bayeni **Date**

ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

13 November 2019

Mr Vusumuzi Obed Kubheka (982031483)
School Of Education
Edgewood Campus

Dear Mr Kubheka,

Protocol reference number: HSSREC/00000791/2019
Project title: Exploring teachers' understandings and practices of professional self-development: Perspectives from fifteen teachers.

Full Approval – Expedited Application

This letter serves to notify you that your application received on 06 November 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid for one year from 13 November 2019.
To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,

[redacted]

Professor Urmilla Bob
University Dean of Research

/dd

Humanities & Social Sciences Research Ethics Committee
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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

DEDICATION

Firstly, I dedicate this thesis to God, the Almighty, to Him all the glory!

Secondly, I also dedicate this piece of writing to my late wife Nokuthula Virginia Kubheka. Although she left too soon, her spirit will always be with us.

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ABSTRACT

This study explored teachers' understandings and practices of professional self-development, drawing from the perspectives from thirteen teachers. My interest in this study arose from the reports of teachers' poor participation in Continuing Professional Teacher Development (CPTD). While the Department of Basic Education required teachers to engage in Integrated Quality Management System (IQMS) now known as QMS, where teachers could identify areas where they need to be developed, this hardly happened. The nature of the research problem placed the study within the interpretive paradigm and used qualitative research design. Two theories were adopted to underpin and guide this study. These were Self-Determination Theory and Transformational Leadership Theory. This study used snowball sampling where the focus was on teachers who might provide information necessary to answer my research questions. Semi-structured interviews and documents analysis were used to generate data from thirteen participants from four schools. Qualitative content analysis was used to analyse data.

The findings suggest that there is lack of understanding of professional self-development. Consequently, teachers in this study did not participate effectively in professional development through CPTD. Teachers engaged in workshops that were conducted for two or three days which proved to be ineffective for teachers. Various obstacles like lack of money, overloading, lack of time and lack of resources were identified as some of the stumbling blocks to teachers' professional self-development. The findings also suggested that the support from the schools, as well as from the Department of Basic Education was inadequate.

Based on the findings of the study, it is recommended that teachers and schools need to refocus their attention on teacher self-development, if the quality of education provided is to improve in any substantive way. Teachers need to seek a deeper understanding of this important aspect of their development. Once they obtain a clearer understanding of professional self-development, their development practices are likely to change and improve. Issues around allocation of sufficient time for serious engagements in professional self-development will happen easier when there is proper understanding of the need and the benefits of professional self-development. When duty allocation is done, provision for professional self-development will be made because there will be a clearer understanding of professional self-development.

LIST OF ABBREVIATIONS

ABBREVIATION	MEANING
ABM	Award Bearing Model
ANA	Annual National Assessment
APIP	Academic Performance Improvement Plan
APP	Annual Performance Plan
ARM	Action Research Model
BPNT	Basic Psychological Needs Theory
CAPS	Curriculum and Assessment Policy Statement
CET	Cognitive Evaluation Theory
CM	Cascade Model
CMM	Coaching/Mentoring Model
COT	Causality Orientation Theory
CPD	Continuous Professional Development
CPM	Community of Practice Model
CPTD	Continuing Professional Teacher Development
CPTD-IS	Continuing Professional Teacher Development Information Systems
CPTD MS	Continuing Professional Teacher Development Management System
DAS	Developmental Appraisal System
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DM	Deficit Model
DSG	Development Support Group
DTTs	District Training Teams
FET	Further Education and Training
GCT	Goal Content Theory
GET	General Education and Training
II	Idealised Influence
IC	Individualised Consideration
IM	Inspirational Motivation
IQMS	Integrated Quality Management System

IS	Intellectual Stimulation
INSET	In-service education and training
ISPTEDSA	Integrated Strategic Planning for Teacher Education and Development in South
JIT	Just-In-Time
MM	Mentorship Model
NCE	National Christian Education
NEPA	National Policy Education Act
NGOs	Non-Governmental Organisations
NCS	National Curriculum Statement
NPFTEDSA	National Policy Framework for Teacher Education and Development in South Africa
NSCSDR	National Senior Certificate School Diagnostic Reports
NSE	Norms and Standards for Educators
OBE	Outcomes Based Education
OIT	Organismic Integration Theory
PD	Professional Development
PDAs	Professional Development Activities
PDP	Professional Development Points
PDPS	Professional Development Point Schedule
PEDs	Provincial Education Departments
PEI	Presidential Education Initiative
PL 1	Post Level 1
PLCs	Professional Learning Communities
PMS	Performance Measurement System
PPDP	Personal Professional Development Portfolio
PSD	Professional Self-Development
QDA	Qualitative Document Analysis
QMS	Quality Management System
RMCTE	Report of the Ministerial Committee on Teacher Education
RMT	Relationship Motivation Theory
RNCS	Revised National Curriculum Statement
RNEP	Revised National Policy on Education

RTDS	Report on Teacher Development Summit
SACE	South African Council for Educators
SBM	Standard-based Model
SD	Self-Development
SDT	Self-Determination Theory
SL	Self-Leadership
SSI	Semi-structured interviews
TALIS	Teaching and Learning International Survey
TD	Teacher Development
TM	Training Model
TfM	Transformative Model
TL	Teacher Leadership
TLT	Transformational Leadership Theory
WSE	Whole School Evaluation
WSDP	Whole School Development Plan

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CHAPTER ONE
ORIENTATION TO THE STUDY

1.1 Introduction

To meet the changing needs of learners in the modern world, teachers have to pursue professional self-development which is considered as an essential factor for educators to function successfully (Alshehry, 2017). Atta and Mensah (2015) suggest that providing teachers with relevant learning techniques might contribute to effective ways of teaching and lead to clear understanding of the content by learners. Scholars like Sywelem and Witte (2013) have looked at many ways in which teachers are professionally developed. Madden and Mitchel (1993) state that Continuing Professional Development might accomplish three underlying principles; namely, (1) Apprising and prolonging the practitioner's understanding and dexterities on contemporary improvements and recent zones of the profession – to warrant on-going capability in the present occupation; (2) Schooling for novel accountabilities and for a shifting task evolving innovative zones of proficiency in planning for more high-ranking positions; (3) Increasing individual and specialised efficiency and improved occupation gratification – growing capability in a broader setting with gains inclusive of the profession and individual functions. This study sought to understanding how teachers understanding and practice professional self-development. This chapter is the first of the nine chapters that constitute the thesis. It introduces this study and gives a brief background to the study as indicated in the following paragraph.

1.2 Background to the study

In the last decade, professional development has been identified as one of the most important elements that can enhance and improve organisations (Atta & Mensah, 2015; Alshehry, 2017). In the discussion on professional development, little attention has been paid to the individuals. For this reason, Tyagi and Misra (2021) point out that there is a growing focus on the qualities of teacher educators involved in teaching the next generation of teachers because they have a direct influence on the initial training of student teachers. In policy documents that touch on professional development for an example, the National Education Policy Act of 1996, self-development does feature but it is not taken by teachers as a priority in developing themselves

(Republic of South Africa, 1996a). This is equally so in the Continuing Professional Teacher Development (CPTD) document. According to the report on the process of developing guidelines for school-based educators in compiling professional development portfolios, Continuing Professional Teacher Development focuses on four sections of professional development (SACE, 2005). The first section is related to the educators, their teaching philosophy and the context within which they teach. The second section looks at professional practice of educators. The third section is on the process of professional development. This includes the process of teachers' personal proficiency development plan, replications on partaking in professional development platforms, and reflections on the implications of participation in proficiency development. The fourth portion focuses on the review of professional development portfolio. In all the four sections, provision is made for teachers to develop themselves, but they seem not to be utilising the opportunities for self-development provided by CPTD. Though the content of the four sections is important, I argue that self-development is key to organisational improvement; hence, the focus of the study is on self-development.

Self-development is important since organisations exist because of individuals within them as indicated by Okpe and Onjewu (2017); Mohammadi and Moradi (2017). Even though tactics to professional development have transformed drastically in recent years, a series of one-size-fits-all training offered by different sectors continues to exist (Patton, Parker & Tannehill, 2015). Such training might be irrelevant and out of touch with the contexts in which schools and students are situated. This suggests that professional development may not take into consideration the importance of developing an individual through self-development. I argue here that broad and generic development of organisations without paying special attention to the individuals responsible for specific tasks, undermines the most important parts of which the organisation is made. Perry and Booth (2021) assert that professional development sits at the heart of improving teachers' skills, knowledge and practice. I am of the view that for an individual to be productive and contribute to the improvement of an organisation like the school, it is important that such an individual is properly developed through self-development. Self-development may assist individuals to trigger their innate drive by beginning to knowingly set targets for self-affirmation, self-upgrading and self-realisation (Garanina, Andronova & Lashmaykina, 2017). Such an innate drive may propel individuals to sail against the counter self-development discourse and explore new grounds in pursuance of the set goals (Okpe & Onjewu, 2017). Asafova and Vashetina (2020) assert that being oriented on self-development

is significant not only for student, but also for a graduate student, a future teacher, and is an important factor in his professional and pedagogical formation. The process of self-development is based on the need for self-change and personal growth; it is carried out by the practice aimed at achieving personality and professionally significant goals.

The National Education Policy Act (NEPA) of 1996 on teachers' education and development in South Africa was introduced to provide an overall strategy for the successful recruitment, retention, and professional development of teachers (Republic of South Africa, 1996a). The Presidential Education Initiative (PEI) (Republic of South Africa, 1996b) was put in place, and it led to the establishment of Teacher Development Centre in the Department of Education with the core purpose of advancing and reskilling on the job of the teachers. This was followed by a number of Non-Governmental Organisations (NGOs) providing haphazard and uncoordinated in-service teacher development programmes that were criticised for not having direct impact on learner knowledge and skills (Jansen, 1996). This was followed by several policies that focused on teacher professional development in South Africa. All these policies aimed at having an influence and effect on continuing professional teacher development. However, teachers seem to have no clear direction on how to use these policies to develop themselves. This is despite the existing evidence from various scholars such as Aboalshamat, Hou and Strodl (2014); Garanina, Andronova and Lashmaykina (2017); Khasanova and Karimova (2016); Mirzagitova and Akhmetov (2015); Okpe and Onjewu (2017), which points to the importance of self-development. Yağan, Özgenel and Baydar (2022) assert that there is an increasing interest in studies on the importance of discovering the thoughts and feelings of teachers and their practices since they play a leading role in implementing all reform or innovation initiatives, which directly impact the success of the education system.

Various studies have been conducted in professional development by, for example, Bellibas and Gumus, (2016); Boadou (2010); Coe, Carl and Frick (2010); Doig and Groves (2011); Lessing and De Witt (2007); Mpahla and Okeke (2015); Nel and Luneta (2017); Steyn (2008); Steyn (2011); Steyn (2013). In all these studies, the issue of self-development is barely addressed properly. Evidence is also seen in recent studies by Irgatoğlu and Perker (2021); Kravchenko et al. (2021); Mhlophe (2021) that the issue of teacher professional self-development with specific reference to Continuing Professional Teacher Development is not strongly emphasised. Drawing from my personal experience as a teacher for 29 years, I have

seen a number of development activities, and one of the greatest significant ones is professional development (PD) activities. However, in PD activities, the issue of self-development seems to be undervalued or neglected despite it being the cornerstone of organisational development (Garanina, Andronova, Lashmaykina, Maltseva & Polyakov, 2017; Ivaniuk, Venhlovska, Antypin & Vovchok, 2020). In teachers' practice, the focus is on professional development and the accumulation of points, and self-development is not given serious attention. In my view professional self-development is different from other forms of development because it is initiated by the teacher and is mainly influenced by the needs identified by the teacher whereas other forms of professional development are mainly influenced by external organs like employer, the school or university. I believe that the introduction of professional development points may have had unintended negative consequences such as refocusing on the accumulation of PD points rather than on teachers' self-development (Coe, Carl & Frick, 2010; Steyn, 2013; Steyn, 2008). In schools where I have been teaching both as teacher and a principal, I noticed that professional development activities have been reduced to the completion of forms with assessment scores and submitting them to Department of Basic Education and the South African Council for Educators without necessarily engaging in actual self-development. Narratives from teachers point out that those teachers are not even eager to be involved in professional development debates, let alone professional self-development. This is anecdotal evidence from my experience; it would be important if empirical evidence on this important issue can be generated.

In relation to professional development, Integrated Quality Management System (IQMS) was introduced in South Africa in 2003. When teachers are evaluated and developed in schools through the IQMS processes, the main focus is on making conditions conducive to positive learning atmosphere; familiarity with the curriculum and learning programmes; lesson planning, preparations and presentation; learner assessment; professional development in the field of work; human relations and contribution to school improvement; extra-curricular and co-operation (Republic of South Africa, 2003). Despite these provisions by IQMS, teachers seem to be not engaging in self-development.

On reading policies, Norms and Standards for Educators, Integrated Quality Management System, and CPTD, I have noted that there are good intentions as espoused by these documents, however, teachers seem to be not actively engaging in professional self-development. An example here might be the Norms and Standards for Educators (NSE) which provides different

teacher competences and roles expected of the educators. These include, but are not limited to, a teacher as a researcher and lifelong learner (Republic of South Africa, 2000). Although the NSE seems to provide teacher autonomy and professionalism, the Education Policy Unit on Teacher Development (2005) regards it as policy designed for situations where teachers are highly qualified and professionalised. The Developmental Appraisal System (DAS), that is part of Integrated Quality Management System (IQMS), designed to evaluate individual educators in a translucent manner, with a view to finding areas of strengths and weaknesses, and to drawing up programmes for individual teacher development (Republic of South Africa, 2003). However, the proper development of teachers has not materialised. The IQMS (Education Labour Relations Council, 2003) considered the performance standards to be used in the Development Appraisal and Performance Management in defining a focus for reflection. It seems difficult for teachers to reflect through IQMS because it focuses more on the enactment of programmes in the majority of schools, which sometimes, results in tension between policy, continuous development and improvement in schools (De Clercq, 2008; Pylman, 2014; Queen-Marry & Mtapuri, 2014).

Developing teachers is vital in an education system that aspires for transformation (Masoge & Pilane, 2014). Queen-Merry and Mtapuri (2014) argue that a lack of proper implementation of IQMS may lead to low morale when teachers feel their self-development expectations are not met. The space is given to self-development within IQMS, but teachers seem not to understand the importance of the benefits that can be brought about by self-development. Ivaniuk et al. (2020) point out that professional self-development may encourage teachers to seek innovation in their own self-development, are able to adapt to new conditions and challenges. They learn to select tools for problem-solving and for personal and professional self-development and also try to produce new knowledge and defend their position by giving convincing arguments; use reflection as a tool to analyse the dynamics of self-progress. The process of self-development is based on the need for self-change and personal growth; it is carried out but the practice aimed at achieving personally and professionally significant goals (Elena, Asofova, Oksana & Vashetina, 2020). Having reviewed literature on PD and professional self-development (PSD), I found that research on professional self-development (PSD) is limited, and this creates a gap in the scholarship on self-development. In an attempt to close this gap, this research places self-development at the centre, with the aim of contributing to the knowledge base.

1.3 Statement of the problem

Although there are well-planned developmental programmes in the education sector to enhance teachers' practice, individual self-development has not drawn the attention of scholars in South Africa in ways that begin to make it a research priority. Ignoring self-development of teachers might impact negatively on performance of teachers. Professional self-development is important, not only to the individual, but to the organisation as a whole (Garanina, Andronova, Lashmaykina, Maltseva & Polyakov, 2017). In my view, professional self-development has been viewed by the Department of Basic Education as key and resources have been invested in order to improve schools through for example, the Whole School Evaluation (WSE), IQMS, CPTD, and also by conducting workshops. Although many resources have been invested, teachers seem not to be buying into the conception of professional self-development. This research aimed at putting the individual within the organisation as a very important part of the organisation that needs to be prioritised in professional development. Professional development of teachers has been regarded as a means of recording and tracking the achievement of teachers through awarding points according to a certain schedule approved by South African Council for Educators (Coe, Carl & Frick, 2010). These points are credited for various professional development activities. This was done so that teachers will accrue PD points by participating in three types of professional development activities, namely, Teacher Initiated Activities also called TYPE 1 activities, School Initiated Activities also called TYPE 2 activities, and Externally Initiated Activities also called TYPE 3 activities (SACE, 2013).

My observation is that teacher PD activities, especially TYPE 1 activities were designed to have a link to individual professional developmental needs of teachers. Anecdotal evidence indicates that these PD activities are thought to be very limited and not meeting the individual requirements of teachers. They are seen by teachers as not allowing them to come up with their own activities that are relevant to their subjects, but to design their activities in accordance with already identified PD Activities. This process may undermine self-development. The main focus seems to be on the accumulation of PD points rather than the development of teachers as highlighted in the background. The issue of IQMS itself also has its own challenges. From my own personal experience, IQMS process has a potential to contribute to teachers' identification of weaknesses or personal growth needs. When it comes to the identification of personal needs, the IQMS process as it is done in schools is shallow and does not get into the core of teachers

identifying their needs. Without an individual identifying his/her own weaknesses and needs for growth and for self-development, and without that being at the forefront, it is unlikely that an individual can add to the development of themselves and the organisation.

Continuing Professional Teacher Development is informed by IQMS, but teachers seemed unable to link the two. Teachers seem unable to identify their weaknesses through IQMS and link them with CPTD professional development activities. My assumption is that this is because the notion of self-development has not been emphasised and thus, has remained at the periphery of the discourse instead of occupying the centre stage. Consequently, teachers are not using the IQMS system as a way of identifying their weaknesses while it is regarded by the Department of Basic Education as key to identifying teachers' needs (Queen-Mary and Mtapuri, 2014). There are many studies conducted in South Africa that point to the fact that IQMS has not been properly implemented in schools. Some such studies are those conducted by Tsotetsi and Mahlomaholo (2013), Masoge and Pilane (2014), and Queen-Mary and Mtapuri (2014). This research sought to put the teacher at the centre of his or her own self-development by exploring teachers' understandings and practices of professional self-development.

1.4 Rationale for the study

The South African Council for Educators has as its vision "To promote the professionalism of all educators in South Africa by ensuring that its services are easily accessible and continuously empowering educators through development, thus ensuring that educators are committed to the profession and adhere to the Ethos of our Education enshrined in our Constitution" (SACE Annual Report 2017/2018, p. 10). Here, the emphasis is then placed on continuing professional self-development of teachers. The SACE Annual Report 2017/2018 also has as its Strategic Objective 3: "To promote career-long quality continuing professional development for all school-based educators". The Report further indicates that the signing up in terms of percentages is Type 1: 65% but for Self-Initiated PD Activity no percentage is given. The reasons put forward for this is that the low reporting is a result of lack of consequence; more teachers expecting to exit the system and deteriorating magnitude of participation and reporting; lack of linkage and data to use the online CPTD system.

The Integrated Quality Management System and Continuing Professional Teacher Development are currently viewed as the tools that are responsible for capacitating teachers to engage in professional self-development in South Africa. However, it is problematic to measure the exact effects of continuing professional self-development, but the common view is that in most countries, it is not passable to the requirements of large-scale transformation of education (Samson, 2013). It seems not clear as to how teachers are engaging in their professional self-development and the kinds of professional self-development initiatives also seem not clear. I am thus, convinced that this study will add to the existing knowledge regarding teachers' understandings and practices of professional self-development in schools.

1.5 Significance of the study

The significance of this study is fourfold. Firstly, this study will add new knowledge regarding the issues of teachers' understandings and practices of professional self-development. This is particularly germane for the context of schools in KwaZulu-Natal partaking in this study. Secondly, this study will positively produce information that may be used by the South African Council for Educators and the Department of Basic Education (DBE) in KwaZulu-Natal in the execution of CPTD. Thirdly, this study may reveal contests and the aperture in the application of CPTD professional development activities. Finally, the results of this study may be used by teachers, policymakers, researchers, Department of Higher Education (DHE) and any other relevant institution.

1.6 Research questions

Main research Question

- What are the teachers' understandings and practices of professional self-development within the context of Continuing Professional Teacher Development?

Subsidiary questions

- What do teachers understand as professional self-development?
- What kind of professional self-development initiatives do teachers engage in and why do they engage in such a fashion?
- What obstacles do teachers encounter while engaging in self-development?

- What support are teachers provided to empower them in leading their professional self-development?

1.7 Clarification and definition of concepts

Since similar concepts are found, used, understood and applied differently across a number of disciplines, it is important to describe the main concepts in the way they are understood and used in my study. There are four key concepts that are clarified as they are applied in this study, and these are self-development, self-leadership, teacher leadership, professional development, and they are discussed below.

Self-development

There are varied conceptions that relate to self-development (SD). In my analysis of literature on self-development conceptions, I identified three important dimensions. Firstly, SD is used to reflect a short-term development of individuals in new knowledge, relevant skills or positive attitudes (Aboalshamat, Hou & Strodl, 2014). Secondly, SD involves an individual taking responsibility by consciously setting goals for one's own rights, claims or opinions; self-fulfilment and self-knowledge (Garanina, Andronova, Lashmaykina, Maltseva & Polyakov, 2017). Finally, focusing on the school as an organisation, teachers as individuals are role players and bases of the achievement or catastrophe of any well-structured educational plan, as a result, their development and complete welfare are of greatest significance (Okpe & Onjewu, 2017). Referring to the school setting, teachers' self-development requires teachers to have complete understanding of educational practices, to be multi-talented, and to be resourceful in his field; with an acceptable outcome for himself or herself, the learners and the society (Okpe & Onjewu, 2017). Although Aboalshamat, Hou and Strodl (2014) view self-development as a short-term human development process in an organisation, in this study, I use the views of Okpe and Onjewu (2017) and regard self-development as a long-term process where a teacher develops himself/herself in terms of knowledge, skills and attitudes.

I have noticed that people may engage in self-development for a number of reasons, but I will focus on three things. Some people self-develop for career pathing or branching out into an area where they are not working. Others self-develop for purposes of the accumulation of

information so that they are at par with the global development village. This may or may not necessarily be related to the job they do. Specifically, some teachers self-develop for the acquisition of new skills with a view to improving their practice, thus, creating prospects for promotion. The focus of the study is on the third motivation to self-development. I use self-development in the context of teachers taking initiative in developing and uplifting themselves in their own professional development trajectory to eventually influence activities within the school. Self-development is different from other forms of development because it is initiated by the teacher and is mainly influenced by the needs identified by the teacher whereas other forms of professional development are mainly influenced by external organs like employer, the school or university.

Self-leadership

Based on the views of Tat and Zeitel-Bank (2013), self-leadership is an opportune and vital issue in today's multifaceted and vibrant work atmosphere, especially in relation to people intending to occupy senior positions. In my engagement with literature, I found that various scholars have various conceptions of Self-Leadership (SL), all of which are centred on an individual's behaviour. Three dimensions emerged from my reading on SL. Firstly, SL involves a particular attitude where individuals exercise self-control, manipulating and directing themselves through the use of set standards (Neck & Houghton, 2006). Drawing from Ho and Nesbit (2018), such attitudes are based on how people behave and are directed at guiding individuals to follow set standards, through setting of goals, introspection, self-perpetuating and self-will. Secondly, self-leadership can also be used as a technique for maximising one's performance capacity by fostering constructive and optimistic thought, as well as self-motivating and commanding oneself using specific communicative and perceptive tactics as suggested by Quinteiro, Passos and Curral (2016), and Sesen, Tabak and Arili (2017). Thirdly, SL does not take place haphazardly, but follows an organised pattern of self-influence intended to increase individual effectiveness, as pointed out by Hauschildt and Konradt (2012).

The above conceptions show the importance of self-development of an individual which might lead to change in behaviour and increased effectiveness. In this study I regard SL as a technique that focuses on behaviour change, and I explored how teachers engaged in self-development and how their self-development influenced their teaching. In this study, this concept of self-leadership aims to put the teacher at the centre of his professional development and to explore

how teachers engage in their professional self-development. Self-leadership is different from other forms of leadership because it involves a teacher leading his or her own development in a school situation, whereas other forms of leadership involve individuals leading others in an organisation.

Teacher leadership

The next concept pertinent to this study is teacher leadership. The beginning of the discussion about teacher leadership (TL) has its origins around 21st century (Hairon, 2017). From reading on teacher leadership, I found five dimensions raised by various scholars. Firstly, it is significant to understand that teacher leadership is trending away from formal titles and positions to embracing a more informal, integrated approach (Hunzicker, 2017). Secondly, drawing on Beatty's (2000) transformational principles of personal evolution, professional growth and development most effectively originate, and are led from within the individual teacher. However, one wonders how one may awaken and intrinsically motivate teachers to engage in developing themselves. Perhaps, this is where self-development becomes important. Thirdly, teacher leadership may be limited to the school management team and may involve issues concerning to teachers' conscious on the notion of teacher leadership, whereby only teachers who had experience in leadership are presumed to have leadership expertise. However, this does not involve an individual in Post Level One (teacher who occupies the lowest position in a school organogram), teacher who is supposed to play a central role in engaging in his/her professional self-development. My view that teachers should play a central role in leading their development resonates with that of York-Barr and Duke (2004) who suggest that teacher leadership is an idea that teachers hold an important and central role within the school.

My conception of teacher leadership involves teachers leading their own professional development without strict supervision from their seniors. Fourthly, teacher leadership encompasses, *inter-alia,* domains of commitment and knowledge which involves mobilisation of the available attributes of teachers to facilitate principled action and foster whole school success (Fullan, 1994). Finally, while Godlstein (2010); Wenner and Campbell (2017) argue that teacher leadership, although infrequently described, focuses on the activities occurring in and outside the classroom, involving learning from each other, impacting on policy and decision making, and eventually aiming at student learning, in this study, teacher leadership refers to the role each teacher plays when developing himself/herself professionally.

Professional development

A variety of scholars hold various conceptions about professional development (PD). From the literature reviewed, I found four conceptions of professional development. In the first instance, professional development is a well-thought-out and an indispensable instrument for intensifying teachers' content understanding and advancing their teaching operations as indicated by Desimone, Porter, Garet, Yoon and Birman (2002). Secondly, drawing from Guskey (2002), knowledge and teaching practices involve programmes that are systematic and that aim to bring about change in teachers' classroom practices, attitudes and beliefs, and in the learning outcomes of students. Thirdly, scholars such as Atta and Mansah (2015); Chikari, Rudhumbu and Svotwa (2015); and Zein (2016) suggest that professional development ensures that educators continue to strengthen their practice, get opportunities for continuous learning, enhance instructional practice and deepen pedagogical knowledge**.** Finally, it is important to note that some intellectuals and practitioners are discontented with old methods of teacher professional development and want programmes that are collaborative and coherent, as well as grounded on subject matter, engrossed on instructional applications, and maintained throughout (He & Ho, 2016).

Based on the views of scholars such as Mora, Trejo and Roux (2016) and Sariyildiz, (2017), teachers are expected to partake in professional development through devising developmental activities based on their inclinations, dogmas and expectations. This is where self-development comes in handy. Professional development concept is important for this research because I might be able to find out how teachers engage in professional development through self-development and how that, in turn, influences their teaching.

1.8 Delimitations of the study

The recounting procedure requires that the research demarcates and designates the areas for recounting clearly and present the account rationally and articulately (Smith, 2015). Therefore, this study only focused on processes, issues and deliberations between the participants and myselfme as a researcher. Therefore, while teachers belong to the schools, this study is limited to the teachers and not the schools to which they belong, and due to the design of the study, the findings cannot be subjected to any form of generalisation. The study sought to explore teachers' understandings and practices of professional self-development from their own

perspectives. I firstly acknowledged that knowledge is multiple faceted. Consequently, the philosophical orientation of participants can be classified under different paradigms such as positivism, post positivism, interpretivism, critical paradigm, to mention a few (Cohen, Manion & Morrison, 2018). Although there are overlaps between these paradigms they can be distinguished through their general characteristics. I located the study within the interpretivist paradigm since interpretive paradigm focuses on making meaning and understandings of the subjective human experiences (Cohen, Manion & Morrison, 2011; Kivunja, 2017) from the perspectives of the participants. I adopted qualitative case study as a methodology.

1.9 Outline of the study

This thesis is organised into nine chapters with the first one providing a background and insightful knowledge about the topic. Besides giving a brief background to the study, a statement of the problem and rationale for this study is provided. This chapter also introduces the main research question and key concepts that will be used in this study. Chapter Two reviews the related literature relevant to teachers' understandings and practices of professional self-development in relation to Continuing Professional Teacher Development.

Chapter Three provides a theoretical lens driving data generation and analysis used in this study. This study will be channelled by Self-Determination Theory (SDT) (Deci, 1975) in trying to address the phenomenon of self-development. This chapter also discusses theories related to SDT namely, Cognitive Evaluation Theory (CET) (Deci, 1975; Deci & Ryan, 1980), Organismic Integration Theory (OIT) (Deci 1975; Ryan & Connell, 1989); Causality Orientation Theory (COT) (Deci & Ryan, 1985); and Basic Psychological Needs Theory (BPNT) (Ryan & Deci, 2000); Goal Content Theory (GCT) (Kasser & Ryan, 1996), and Relationship Motivation Theory (RMT) (Deci, Guardia, Moller, Scheiner, Ryan, 2006). I used Burns' (1978) and Bass' (1985) Transformational Leadership Theory (TLT) for the benefit of school leaders in trying to assist teachers to engage in professional self-development.

Chapter Four presents a discussion of the research design and methodology. As part of the chapter, it provides an overview of research paradigm and design, research methodology as well as sampling and sampling methods. It also provides data generation methods that include interviews and document reviews. Chapter Five presents a discussion on the findings regarding

participants' understandings and practices of professional self-development. This chapter also provides an analysis of documents used by the schools in relation to professional self-development.

Chapter Six provides a discussion of findings concerning the "kinds of professional self-development initiatives and practices that teacher engaged in during their professional self-development processes". The focus is based on the teachers' understandings and practices of self-development, the relationship between professional development activities and professional self-development. Chapter Seven focuses firstly on the challenges encountered by teachers when they engage in their professional self-development. Secondly, this chapter also touches on the support provided to teachers when they engage in professional self-development. It is essential to note that, like in the previous two chapters, only descriptive analysis of data is done, and no literature is used in the discussion in this chapter.

Chapter Eight provides a second level of analysis where literature is injected in the discussion of findings. As part of the analysis, the pattern emerges from the descriptive analysis of the findings is presented. Chapter Nine concludes the thesis by presenting conclusions drawn from the findings that were presented in the preceding four chapters. Chapter Nine also discussed the emerging Initiatives Practices Obstacles and Support (IPOS) Model to teacher professional self-development. Based on the conclusions reached, some key recommendations or implications of the study are presented. These include implications for further research.

1.10 Conclusion

This chapter has provided an orientation to the study. In this chapter the purpose and the significance of the research was presented. Background, statement of the problem, key concepts and delimitations were also discussed. The chapter has pointed to the need for the study and its contribution to knowledge, particularly, in terms of extending the notion of professional development. The next chapter will focus on literature regarding professional self-development of teachers within the context of Continuing Professional Teacher Development.

CHAPTER TWO

LANDSCAPING THE PHENOMENON: PROFESSIONAL SELF-DEVELOPMENT

2.1 Introduction

Chapter One introduced this study and addressed all the issues relating to the orientation and background to understanding the problem being studied. This chapter reviews the related literature relevant to teachers' understandings and practices of professional self-development in relation to Continuing Professional Teacher Development (CPTD). This reviewing of literature seeks to establish the contemporary knowledge in the fields of professional self-development by exploring teachers' understandings and practices of professional self-development from thirteen teachers. The Chapter consists of five sections. The first section of the chapter focuses on education reforms in South Africa in relation to teacher professional development. The chapter also focuses on the Department of Basic Education reports on teacher development which consists of the Report of the Ministerial Committee on Teacher Education (RMCTE), Report on Teacher Development Summit (RTDS), Integrated Strategic Planning for Teacher Education and Development in South Africa (ISPTEDSA). The discussion in the second section touches on issues in the South African Council for Educators' (SACE) reports on professional teacher development, the status of CPTD Management System and some policies on CPTD. The main aim here is to obtain knowledge on the involvement of teachers in professional development.

Section Three of the literature review explores issues related to conceptions of continuing professional teacher development. This includes definitions of CPTD and related concepts, the philosophy of teacher professional development, school-based teacher professional development and paradigms underpinning CPTD. In the fourth section, I examine the types of teacher professional development with specific focus on courses and workshops, educational conferences and seminars, qualifications programmes, observation visits to other schools, professional development network, individual and collaborative research as well as mentoring and peer observation. This section also focuses on models of teacher professional development. These models are described by Kennedy (2005) and Kryvonis (2013), and they are Training Model (TM), Award Bearing Model (ABM), Defunct Model (DM), Cascade Model (CM), Standards Begged Model (SBM), Mentorship Model (MM), Community of Practice Model

(CPM), Action Research Model (ARM) and Transformative Model (TfM). The intention here is to find out how one engages in self-development in these models of teacher professional development.

In the fifth and last section, I engage with literature from other scholars' and researchers' work related to professional self-development. The focus here is on four areas. Firstly, teachers' understandings and practices of professional self-development. Secondly, the kinds of professional self-development initiatives teachers are engaged in and the relationship between professional development activities and professional self-development. The third focus area is on challenges encountered by teachers during professional self-development. Finally, the support provided to empower teachers in leading their professional self-development. Furthermore, the literature reviewed in this chapter formed the theoretical background for this study. For this reason, this literature review has been constructed by bearing in mind the necessary areas that would frame the study. It may thus transpire that some of these sectors replicate conceptions and formulations as there is bound to be overlaps with regard to certain areas, for example, professional development (PD), continuous professional development (CPD), and Continuing Professional Teacher Development (CPTD).

2.2 Education reforms in South Africa in relation to teacher professional development

It is important to point out that I believe that when there is curriculum change, it might be better if it goes together with teacher professional development, specifically professional self-development. During the era of apartheid education, schools were separated based on race, and education heightened the separation in humanity and many people considered the curriculum immaterial and apartheid-like since it tended to reinforce the domination by one race over others (Msila, 2007). That system of education was also presented in order to instil the European lifestyle amongst the retrograded Africans and to familiarise them with western morals (Christie, 1988). Msila (2007) points out that numerous schools were influenced by the British mythology and educators were sourced from Britain to South Africa, especially at the initiation of numerous mission schools. During this period, nothing was said regarding teacher professional development. The rudimentary diplomatic purposes of missionary education among the Africans were intended to make Africans compliant and domesticated using Christian philosophy (Msila, 2007). The Afrikaners (Afrikaans speaking White people of South

Africa) were against the British system of education because they viewed it as a technique of estranging them from their peculiar cultural praxis and they formed their own schools based on the philosophy known as Christian National Education (CNE) (Msila, 2007).

Bantu Education for black South Africans, as seen by Kallaway (1988), had been a method of limiting the development of the learner by misrepresenting school knowledge to guarantee hegemony in the mind of the learners and teachers, and promulgating imperialist propaganda. The apartheid Christian National Education (CNE), as described by Jansen (2001), was based on fundamental pedagogics, parrot-learning and was centred on the teacher who was viewed as the master with all the information. Literature does not say much regarding professional development of teachers under NCE. There were three programmes that were in place. The Developmental Appraisal System (DAS) that came into being on 28 July 1998 (Resolution 4 of 1998), the Performance Measurement System (PMS) that was agreed to on 10 April 2003 (Resolution 1 of 2003) and Whole-School Evaluation (WSE) 26 July 2001 (Education Labour Relations Council, 2003). It is in this saga of South African education that dictated the introduction of Curriculum 2005, sometimes referred to as Outcomes-Based Education (OBE) (Msila, 2007).

Since 1994 key vicissitudes have transpired in education policy in South Africa (Lessing & de Witt, 2007). Teachers have been tested to move to an outcomes-based education approach in a tremendously short period of time, as well as to incorporating leaners with challenges in an inclusive education system (Department of Education, 2001). Coe, Carl and Frick (2010) point out that the enactment of efficacious CPTD programmes has been an encounter in South Africa since the introduction of Curriculum 2005. Educational reforms and curriculum transformation have been a priority in South Africa since the establishment of the Government of National Unity in 1994 (Gumede & Biyase, 2016). Education is more important in dealing with injustices of apartheid colonialism which established an unequal and disjointed education system. This change in the education system did not bring much change in the professional development of teachers. De Klerk and Palmer (2018) suggest that scholars in higher education believe that what may have been considered as a milieu to the political thinking in Africa, generally, and in South Africa post-1994, was aimed at exterminating all old philosophies that had been systematically connected to apartheid and implementing renewed policies in all spheres including education. Teachers were only reskilled through in-service training that

lasted one to two weeks and through attending one or two-day workshops. Lessing and de Witt (2007) indicate that while these changes have permitted teachers some self-determination, they also resulted in tension, since a large number of teachers were not ready to deal with such changes. Coetzer (2001) suggests that positive execution of new policies will only be implementable if teachers are effectively primed and armed with knowledge by means of primary reskilling and they comprehend the magnitude of improving their practice through, for example, continuing professional development. Anderson (2001) suggests that it has become crucial to support teachers refine their understanding and dexterities and to pact with change and be on par with modern professional development.

Initial reforms in South Africa which envisioned the application of OBE and C2005 may not be as successful as was hoped due to lack of adequate teacher professional development (Ono & Ferreira, 2010). As one of the ways of addressing these challenges, the Department of Education integrated the three Quality Management Systems (QMS), Developmental Appraisal System (DAS), PMS and Whole School Evaluation (WSE) to constitute the Integrated Quality Management System (IQMS) signed as ELRC Collective Agreement No. 8 of 2003 (De Clercq, 2008). According to the Department of Education and the Education Labour Relations Council (2003), the viewpoint reinforcing the IQMS is based upon original credence that the purposes of QMS are fivefold: To determine competence; to assess strengths and areas for development; to provide support and opportunities for development to ensure continued growth; to promote accountability; and to monitor an institution's overall effectiveness. Samson (2013) suggests that to ordain improvements targeting to accomplish the complete potential of learners, teachers must exhibit extraordinary echelons of professionalism. Capitalising on continuing professional development in a context of universal restructuring can play a fundamental role in the grasping, acknowledgment and eventually success of this kind of societal venture (Samson, 2013). OBE was followed by Revised National Curriculum Statement (RNCS) in 2002. Tshelane (2021) points out that education reformers in South Africa need to present knowledge and display practical competence in encouraging teacher appraisal, performance, and professional development, as explanations for many challenges experienced by school community.

Msila (2007) points out that the RNCS is based on a system that is directed at familiarising equitable pedagogy in South African schools. The aspirations of this system are to generate a new South African identity that incorporates critical awareness, to transform South African

society, to uphold egalitarianism and to augment learner participation in education (Msila, 2007). Mestry and Singh (2007) point out that the provisions of the Department of Education's White Paper 1 (Department of Education, 1995) and the White Paper 2 (Department of Education, 1996), the Report of the Review Committee on School Organisation, Governance and Funding (Department of Education, 2004), new legislation including the South African Schools Act (Republic of South Africa, 1996c), and provincial regulations and policy guidelines point South Africa resolutely towards autonomous and devolution of school-based system of education management and governance, with considerable managerial power in schools. The National Curriculum Statement followed in 2007 (NCS) (Adu & Ngibe, 2014).

In their paper titled "Towards Constructivist Teacher Professional Development", Pitsoe and Maila (2012) point out that the introduction of the National Curriculum Statement (NCS) Policy entails teachers attaining latest proficiencies, information, approaches and principles and to use a broader diversity of teaching tactics, in order to empower students to their own understanding. Jita and Ndalane (2009) point out that due to limited operative schoolroom methods and associated vibrant deliberations, especially in South Africa, a variety of recent methodologies to professional development have arisen. The National Policy Framework for Teacher Education and Development in South Africa (NPFTEDSA) (Department of Education, 2006) was established with the overriding aim to accurately prepare teachers to assume their indispensable and challenging responsibilities, to empower them to persistently augment their specialised capability and performance, and to uplift the admiration anticipated by the people of South Africa. The NPFTEDSA also led to the development of a new CPTD structure that warranted that the contemporary proposals dedicated to the professional development of teachers add efficiently and straightforwardly to the enhancement of quality teaching.

In 2012, the current Curriculum and Assessment Policy Statements (CAPS) was initiated (Adu & Ngibe, 2014). This means that education policy is revisited time and again which might require changes in ways in which teachers are professionally developed. According to Muleya, Ngirande and Terera (2022) reskilling educators is a critical component for personal and professional development because it aims to advance the job performance of individuals and groups within the organisation. Moyo, De Jager and Mampuru (2022) assert that teaching and learning today happens in a world of rapid curriculum development thus encompasses complex skills that need to be continually adapted to new circumstances. Globalisation and the growth of the fast-changing knowledge economy mean that people require improving their skills

throughout their adult lives to cope with life both in their work and private lives. Ajani (2020) points out that professional development of teachers is a necessity for quality education in South Africa. Hence, South African teachers deserve regular and quality professional development training like other professionals who constantly and consistently access professional development to improve their productivity. Even though the debate continues as to which organ in the education landscape is in actual fact responsible for ill-preparedness of teachers, the question remains whether the support that teachers receive on entering the teaching profession is inadequate to sustain their growth and development to meet the growing needs of the diverse learning community (Esau & Maarman, 2021). However, CPTD is still regarded as a policy that might assist teachers to cope with the changing demands of the curriculum. CPTD will be broadly discussed later in this chapter. It is important to focus on the Department of Education Reports on teacher development and the purpose for this is to track the mechanisms that have been put in place by the Department of Basic Education in trying to empower teachers developing themselves.

2.3 Department of Education reports on teacher development

Teacher professional development contributes immensely in varying teachers' teaching approaches and empower teachers to advance beyond an understanding of shallow attributes of a new gist or originality, to a profounder comprehension of the subject (Pitsoe & Maia, 2012). As pointed out by Komba and Nkumbi (2008), professional development affords teachers with possibilities to the reconnoitres of new responsibilities, acquire modern instructional practices, polish their teaching skills and expand their knowledge, both as educators and as individuals. Various reports indicate how this phenomenon of professional development has been discussed in South Africa. For the purpose of this research, only three reports are highlighted briefly, and these are, the Report of the Ministerial Committee on Teacher Education 2005: Report on Teacher Development Summit 2009 and the Intergraded Strategic Planning Framework for Teacher Education and Development in South Africa 2011 – 2025. The first report to focus on is the Report of the Ministerial Committee on Teacher Education.

2.3.1 Report of the Ministerial Committee on Teacher Education

The Report of the Ministerial Committee on Teacher Education (RMCTE) identified some main complications that developed in the arena of teacher education, which comprised obstacles to the complete changes in the South African education (Republic of South Africa, 2005). The only difficulties that this study was interested in were those complications that related specifically to Continuing Professional Teacher Development. The RMCTE (Republic of South Africa, 2005) further indicates that a variety of action in this field, and substantial capital are invested in these activities. However, anecdotal evidence seems to suggest that teachers are not utilising such opportunities provided.

I believe a CPTD system is meant to safeguard that the considerable resources currently dedicated to the professional development of teachers have enhanced outlook of adding to lifelong advancement of excellent teaching. Samson (2013) suggests that the execution of a universal transformation is a huge undertaking and epitomises the main challenge for all participants, including teachers. Teachers' inadequate access to PD has also been recognised as a serious section for change by the Report of the Ministerial Committee on Teacher Development (RMCTD) (Republic of South Africa, 2005). The report suggested that even though all registered educators would be eligible to receive PD points, registered teachers would be expected to reach a certain benchmark of PD points in cycles of three years, as a prerequisite for keeping their licensed status. Steyn (2008) suggests that much of the research on PD has made enormous means to an understanding of it, but little attention had been devoted to exploring teachers' understandings and practices of professional self-development which I chose to focus on in this study. It is important also to look at the Report on Teacher Development Summit of June 2009.

2.3.2 Report on Teacher Development Summit

In my opinion, the Report on Teacher Development Summit held on 29 June to 2 July 2009 was also one of the ways of addressing the issue of professional development of teachers. Through the preparations for the Summit, strong emphasis had been placed on the importance of subjecting all current teacher development policies and collective agreements to frank scrutiny and achieving maximum consensus on both the issues and the processes required to

deal with matters that would need to be resolved and acted upon after the Summit (Republic of South Africa, 2009). There was widespread agreement that the model of Professional Development needs rethinking, with emphasis on the effective, school-based development and the role of the districts providing support. The Report on Teacher Development Summit (Republic of South Africa, 2009) further had widespread consensus that teachers are the key authors of their professional development. In connection with international trends, Steyn (2013) suggests that participants at the Teacher Development Summit called for, among others, cooperative and concerted working, interacting and working together among all role players should place the teacher firmly at the centre of teacher development activities, by establishing professional learning communities. Although professional development must be about individuals, it is also about recognising system concerns and developing communities of practice in collaboration and in shared contexts. Although the Summit came up with good ideas on teacher development, anecdotal evidence indicates that teachers are not actively engaged in professional development. It was for this reason that this study exploring teachers' understandings and practices of professional self-development was conceived and conducted. Another document that was briefly highlighted was the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa.

2.3.3 Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

The Department of Basic Education (DBE) has established a plan for teacher development referred to as the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa: 2011 -2025 (ISPFTED) (Republic of South Africa, 2011). The strategy, as Samson (2013) indicates, emphasises the need for 'educationally vibrant, content-based courses' for teachers. Steyn (2013) suggests that the ISPFTED has been an initiative to advance towards accomplishing the calamitous need for appropriately, professionally competent teachers in South Africa but visible evidence on the ground indicates that this goal does not materialise. It is for this reason that this research was conducted in order to explore teachers' understandings and practices of professional self-development. Evidence on the above claim could be seen in SACE Annual reports on professional teacher development.

2.4 SACE Annual reports on professional teacher development

SACE Act No. 31 of 2000 as amended by the basic Education Laws Amendment Act of 2011, Section 5(b) of SACE Act (Republic of South Africa, 2011), proposes the professional development as an obligatory functions in terms of endorsing, developing and sustaining the image of the profession, handling a system for promoting the Continuing Professional Development of all educators, advising the Minister on a number of teacher education and development matters, and researching and advancing a professional development policy. SACE is also to provide annual reports to the Department of Basic Education on the progress made in professional development of teachers. For the purpose of this research, the focus will be on SACE annual report from 2015/2016 to SACE annual report 2018/2019. The reason for this selection was that this study focused on teachers (Post Level 1 educators) who only started with CPTD in 2015. It is also important to note that this research only focused on professional development programme but not the whole annual report.

2.4.1 SACE Annual Report 2015/2016

The SACE Annual Report 2015/2016 (SACE, 2016) indicates that SACE is liable for managing and promoting professional development of teachers. During 2015/2016 the programme was being phased in terms of positioning and signing up teachers to partake in the CPTD management system and earn 150 points in 3-year cycles and authorisation of service providers and approval of all PD programmes that are presented by teachers. During the 2015/16 financial year, SACE continued to implement the CPTD Management System with the support of the Department of Basic Education (DBE), nine Provincial Education Departments (PEDs), teacher unions and other stakeholders. The period under examination focused on the coordination and sign-up of Post Level 1 (PL1) educators for partaking in the CPTD system from January 2016 onwards.

In 2015/16, about 56 679 Post Level 1 educators were familiarised with more support of the Provincial Education Departments and District Training Teams (DTTs) entailing SACE, PEDs and stakeholders. These teachers were instantaneously signed-up for involvement in the CPTD system manually and electronically through the CPTD Information Systems (CPTD-IS) self-service portal. The orientation and sign-up process has, to a certain extent, afforded some

signals on the level at which provinces are executing the CPTD system as indicted in Table 1 below.

50% - 60% Achievement	30% - 49% Achievement	0% - 29% Achievement
Free State – 66.18% Mpumalanga – 59.97% North-West – 58.38%	Gauteng – 44.72% Western Cape – 34.50%	KwaZulu-Natal – 11.70% Northern Cape – 9.66% Eastern Cape – 7.45% Limpopo – 3.87%

Table 1: *Participation of PL1 teachers in the CPTD system per Province in 2015/16*

The large number of provinces in the range of 0% - 29% is worrisome and the SACE Annual Report 2015/16 attributed the general low participation to three reasons. Firstly, provinces with larger teacher numbers (Eastern Cape, KwaZulu-Natal, Northern Cape and Limpopo) were not doing well in terms of the applying CPTD system. Secondly, there was lack of funding for the Professional Development activities. Finally, provinces that signed-up manually could not submit immediately. Another report that this research also focussed on was the SACE annual report 2016/2017.

2.4.2 SACE Annual Report 2016/2017

This annual report is based on activities used in the period from 1st April 2016 to 31 March 2017 (SACE, 2017). The report aimed at presenting the performance of the SACE in implementing the Continuing Professional Teacher Development Management System (CPTD MS) as found in SACE Annual Performance Plan (APP) 2016/17. The focus was on the scrutiny of progress made in familiarising and signing up PL1 educators in primary and special schools, and in addition look at their participation in the Professional Development activities; documenting in the Professional Development Portfolio (PDP) and accounting for their professional development activities to SACE in order to gather PD points. It further gives an update in relation to the signing up, involvement, and recording and reporting of principals, deputy principals, school based departmental heads, PL1 educators in secondary and combined schools. It further highlights the participation and reporting on three types of activities i.e. Teacher Initiated (Type 1), School Initiated (Type 2) and Externally Initiated (Type 3). For the purpose of this research, the focus will be on professional development of teachers in secondary

schools. The Table 2 below indicates teachers who seemed to be complying with PD activities, and are documenting in the PDP and uploading their points to SACE.

	Deputy Principal	HOD	Principal	PL1 Educator	Student	Total
EC	50	64	115	230		**459**
FS	46	125	90	292	13	**566**
GP	251	535	230	1342	24	**2382**
KZN	111	292	166	622	11	**1202**
LP	47	95	144	211	2	**499**
MP	128	207	209	1106	10	**1660**
NC	30	41	93	83		**247**
NW	127	179	142	954	6	**1408**
WC	104	160	174	388	1	827
Total	**894**	**1698**	**1363**	**5228**	**67**	**9250**

Table 2: *Reflection of reporting to SACE per position in 2016/17*

The table above replicates reporting to SACE based on ranking of teachers. This research focussed on PL1 educators where 5228 teachers had uploaded their involvement in PD activities during the period that ended on March 2017. However, it is imperative to note that the report indicated that PL1 educators amount to approximately 350 000. The 5228 teachers might translate that only 0.014% of teachers across South Africa participated in PD activities. The teachers who reported to SACE above were also analysed by the report based on the type of activity initiated as indicated in Table 3 on the next page.

Province	Teacher Initiated	School Initiated	Externally Initiated	
EC	1725	619	154	
FS	1977	1022	357	
GP	8483	2927	817	
KZN	4542	1787	579	
LP	1576	252	95	
MP	7792	4699	897	
NC	816	173	81	
NW	2952	699	415	
WC	4004	1207	303	
Grand Total	**33867**	**13385**	**3698**	**50950**

***Table 3**: Reflection on reporting to SACE per type of activity in 2016/17*

Table 3 portrays that the recounted activities to SACE through CPTD-IS were 50 950. This translated that, the 9 250 teachers in Table 2 have been involved mainly in teacher-initiated activities (33 867) followed by school-initiated activities (13 385) and lastly externally initiated (3 698). This is a clear indication that teachers are capable of initiating their own professional development activities. Another report that this research focused on was the SACE Annual Report 2017/2018.

2.4.3 SACE Annual Report 2017/2018

This report was presented by SACE (2018) and accounted for activities applied in the period from 1st April 2017 to end of March 2018. The report aimed to represent the performance of the SACE in implementing the CPTD MS as found in SACE Annual Performance Plan 2017/2018. The focus was on the exploration of progress made in signing up educators, the number of educators who engaged in the three types of Professional Development activities, i.e. Type 1 (Teacher Initiated), Type 2 (School Initiated) and Type 3 (Externally Initiated) PD activities as well as the percentage of educators who met the minimum requirement of 150 Professional Development points over three-year cycle. The composition of the report

stipulates facets in terms of achievement made against the main performance pointers, obstacles encountered that thwarted the pace of delivery and present procedures and references on how to overcome obstacles going forward. Table 4 below provides a picture of teacher engagement in CPTD.

Performance Indicators	Target for 2017/2018 as per APP	Annual Report Actual Output Validated	Deviation of planned annual targets	Comments on Deviation
A number of practicing educators signed-up for the CPTD management system	80 000 PL1 Educators	74 022 (92.53%)	5 979 (7.47%)	The 5 978 (7.47%) deviation was as a result of the 13 740 manual sign-up forms that were not captured into the CPTD Information System by the end of the financial year since they were delivered late March 2017.
Percentage of signed-up teachers who engaged in three types of PD activities: **Type 1: Self-initiated PD Activity**	Type 1: 65%	Type 1: 32% (Partially Achieved)	Type 1: 33%	This indicator and target is depended on teachers' self-reporting of teacher-initiated professional development or self-development. The low reporting is continuing due to: -Lack of consequences -Number of teachers nearing retirement and failing to see the significance of participation and reporting -Lack of connectivity and data to use the online CPTD system.
Type 2: School Initiated PD Activity	Type 2: 55%	Type 2: 30.3%	Type 2: 24.7%	Schools are responsible for reporting type 2 (School-based) PD activities. The reasons are the same as above.
Type 3: Externally initiated PD Activity	Type 3: 40%	Type 3: 12.3%	Type 3: 27.7%	First, the majority of Provincial Education Departments did not have formally developed SACE endorsed programmes. Second, PL1 Educators do not have access to Type 3 because of availability, funding and time.
Percentage of signed up educators who meet the minimum requirement of 150 CPTD points over the three-year cycle	23 352 of 33 360 70% all signed up Principals and Deputies meet the minimum requirement of 150 CPTD points.	1 163 (4.9%) Principals and Deputies meet the minimum requirement of 150 CPTD points.	22 189 (95, 01%)	The success of this indicator and related target is dependent on the achievement of the indicator above and its targets. Inadequate or no reporting means the calculation of points over a three-year cycle will not take place accordingly.

***Table 4**: Participation of educators in CPTD PD activities (Adapted from SACE Annual Report 2017/2018)*

The above Table 4 is a clear indication of lack of engaging in the CPTD management system. The analysis of the above table was based on three areas namely, number of educators signed-up, number of educators engaged in Professional Development activities and educators who meet the least possible requirement of 150 CPTD points over the three-year cycle. The number of signed-up educators does not necessarily mean that these educators will all engage in professional development activities hence very few educators were able to attain minimum 150 CPTD points over the three-year cycle. The next report that would be highlighted is the SACE Annual Report 2018/2019.

2.4.4 SACE Annual Report 2018/2019

In this annual report, SACE (2019) targeted 50 000 educators to be signed up, the actual authenticated output is 174 473 and the variance is 124 473. The variance demonstrates an overachievement of sign-ups of registered educators. It is vital to note that in this report, there was no clear break down in terms of participation per province. These numbers again do not tell us exactly how many teachers are currently participating in CPTD because SACE targets a smaller number of teachers per year and calculate the percentage based on that number but not on the actual number of all the teachers. SACE attributed this enormous variance due to the computerised sign up of educators that was implemented between June 2018 and February 2019 in the seven Provincial Education Departments (Limpopo, KwaZulu-Natal, Mpumalanga, Northern Cape, North West, Free State, and Eastern Cape) with the support of EMIS.

A closer look at Table 5 below paints a different picture. The targeted number of educators was 50 000 but 174 473 educators signed up and that meant 348, 9%. Signing up of educators did not necessarily mean that they were engaged in the CPTD management system. When analysing the participation in the actual practice of CPTD, the report revealed that in Type 1, out of the 122 700 targeted by SACE, only 17 988 (14, 6%) were engaged in Professional Development activities. Out of the 98 160 educators targeted for Type 2, only 3 912 (3, 9%) educators were engaged in Type 2 activities. In Type 3, the targeted number of educators was 73 620 but only 6 121 (8, 3%) were engaged in Professional Development activities. SACE targeted 24 874 educators to be certificated but only 934 (3, 75%) of the signed-up educators met the minimum requirement of 150 CPTD points over a three-year cycle. The analysis made here indicates lack of participation of educators in their professional development.

Table 5 below specifies planned intentions, operational indicators strategic targets and genuine achievements.

Key performance indicators planned targets and actual achievements				
Performance Indicator	**Planned Target 2018/2019**	**Actual Achievement 2018/2019**	**Deviation from planned target to Actual Achievement 2018/2019**	**Comment on deviations**
Number of practicing educators signed up for the CPTD system per year. Desegregated by cohort.	**50 000 PL1 educators**	**174 473**	**124 473**	**The huge variance is due to the automated sign up of educators in the seven provincial education Departments, with the support of EMIS**
Number of signed up teachers who are engaged in the three types of Professional Development activities from: TYPE 1: Self-initiated PD activity	**122 700 Signed-up principals, deputies, HODs and all PL1 educators**	**17 988 Signed-up principals, deputies, HODs and PL1 educators**	**-104 712**	**The majority of teaches have signed-up for participation in the CPTD system. They are also participating in type 1,2,3 professional development activities. However, the tremendous majority of them fail to report their participation to SACE in order to claim their points and fulfil the requirements of their three-year cycle.** **The theory of engaging people to change their behaviour seemed not to work.** **There also appears to be a problem with the orientation and change culture which should be worked on through the theory of change.**
Type 2: School initiated PD activity	**98 160 Signed-up principals, deputies, HODs and all PL1 Educators.**	**3 912 Signed-up principals, deputies, HODs and all PL1 Educators.**	**-94 248**	
Type 3: Externally initiated	**73 620 Signed-up principals, deputies, HODs and all PL1 educators**	**6 121 Signed-up principals, deputies, HODs and all PL1 educators**	**-67 499**	

***Table 5**: Performance indicators planned targets and actual achievement (Adapted from SACE Annual Report 2018/2019).*

2.5 Status of CPTD Management System

The purpose of the CPTD Management System (SACE, 2013) is to enable teachers systematise and focus their professional development in order to achieve utmost benefit and acknowledgement, and to safeguard that external providers meet extraordinary standards. According to SACE (2013), the CPTD will stimulate and concede teachers' professional development by engaging teachers through the following activities. Firstly, teachers' distinct exertions to advance themselves as professionals will be reinvigorated and recognisable. Secondly, what efforts are put in place by schools to proliferate teachers' understanding, dexterities, obligations and amenity will be spurred, and their teachers' school-based professional development activities will be recognised. Thirdly, external providers will be abetted by SACE to progress and sustain the quality, efficiency and applicability of their programmes for teachers. The South African Council for Educators also specified very clearly as to how teachers should sign-up for professional development. Figure 1 below indicates the process of signing up for CPTD.

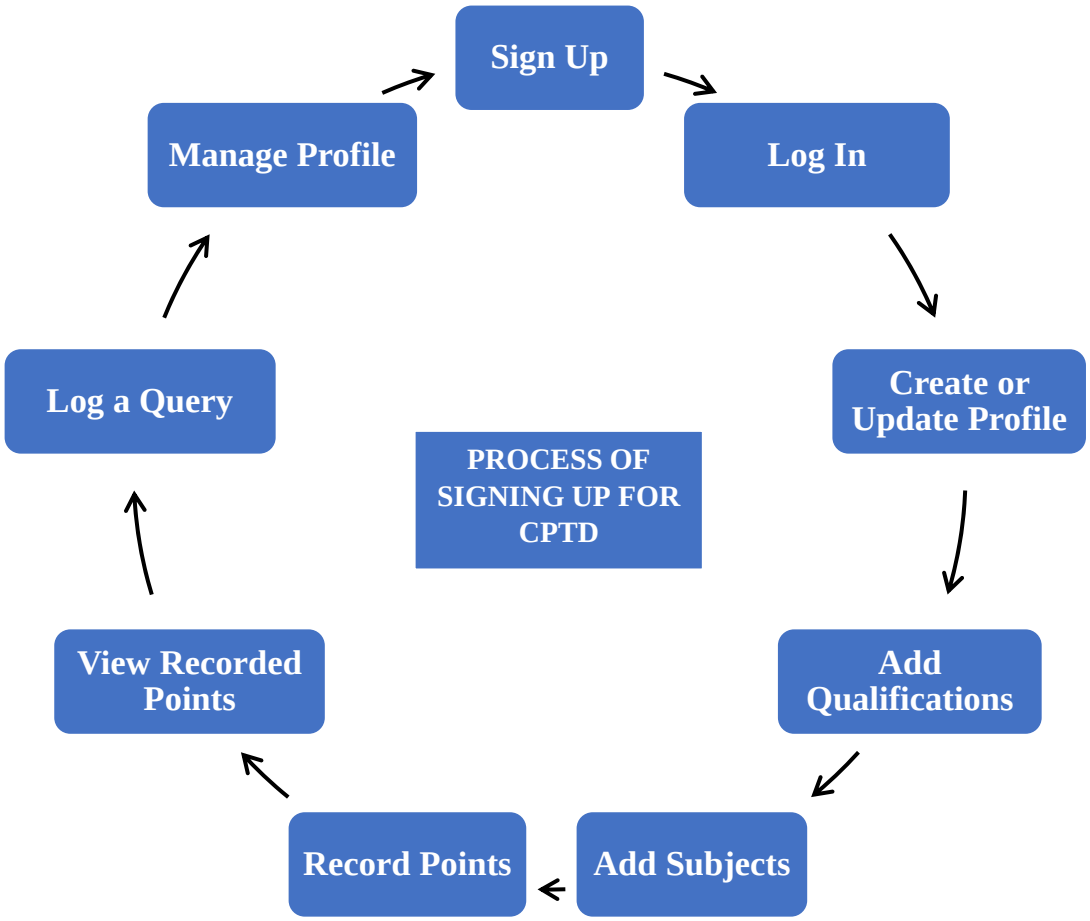

Figure 1: The process of signing up for CPTD (Adapted from SACE Manual).

However, the analysis of the SACE Annual Reports in the paragraph above clearly indicated that the status of CPTD Management System was not good. Teachers were not participating in a way that was expected by SACE and various challenges were identified and these will be discussed later.

2.6 The Department of Basic Education and SACE Continuing Professional Teacher Development Lines of Communication

The process of signing up by teachers as indicated in Figure 1 above might appear to have some challenges on its own. Figure 2 on the next page might elaborate why I believe the process itself possess some challenge. What I call Department of Basic Education and Continuing Professional Teacher Development lines of communication might bring some light in this challenge. Although CPTD tries to bring autonomy for teachers to develop themselves, but this comes with its own challenges. In Figure 2, letter A represents the SMT and their line of supervision within the school from the principal on top to PL1 educators at the bottom. Letter B represents the line function of the DBE from PL1 educators to HODs, Deputy Principal, Principal, Circuit, District, and Provincial and finally National. This is how the usual information or communication flows.

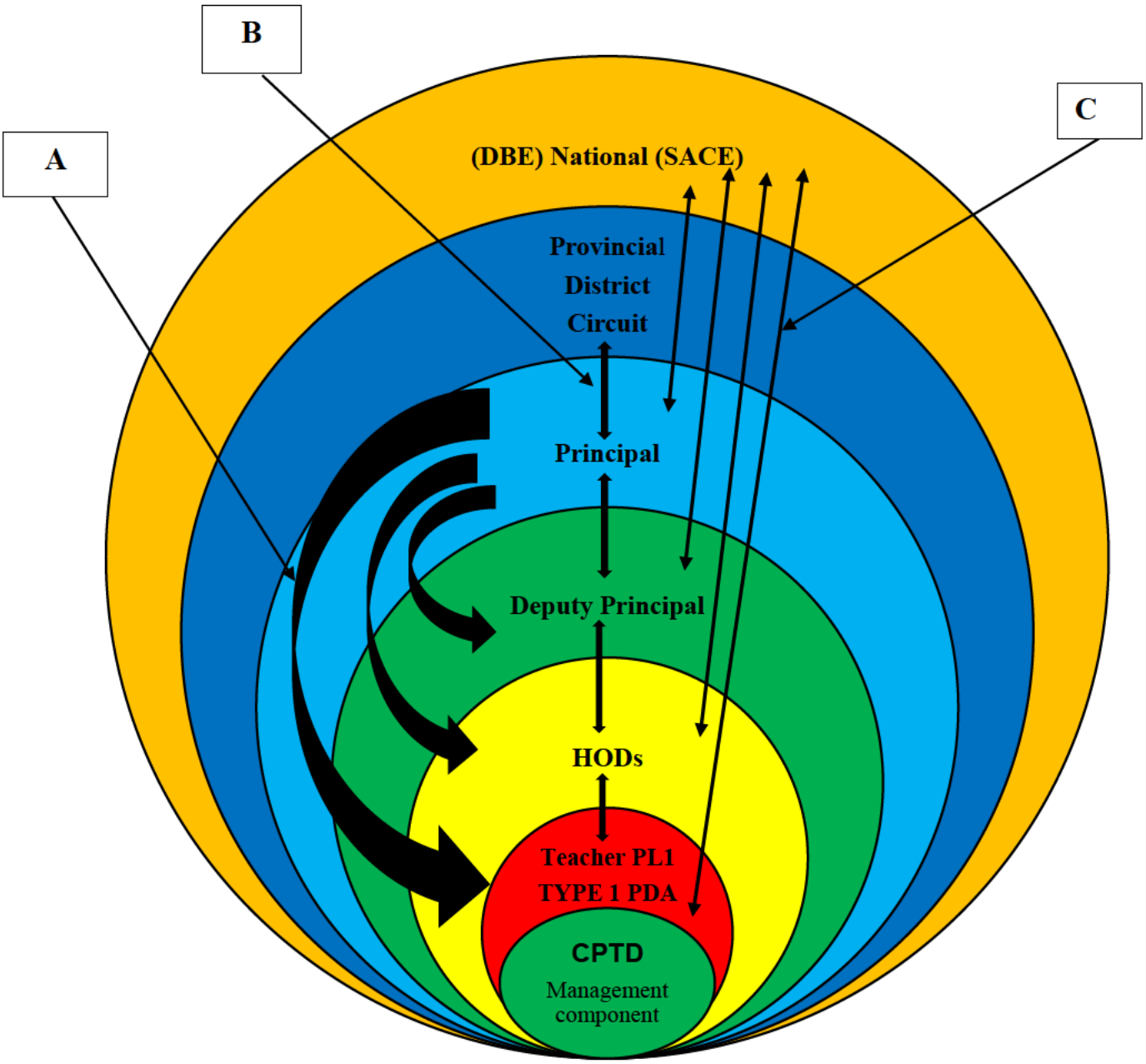

Figure 2: *The Department of Basic Education and SACE Continuing Professional Teacher Development Lines of Communication*

Letter C in the above diagram indicates the line of communication for PL1 educator in the CPTD management component. The PL1 educator initiates professional self-development activity and communicates it directly to the National SACE structure and this might end up not being known by the official line function of the DBE management. The Policy on the South African Standards for Principalship (Republic of South Africa, 2015) states that the principal provides a variety of occasions to inspire and backing rendezvous in the continuing

professional development for everybody working in the school. Line C is supposed to connect with the school management who may provide monitoring and support for professional self-development of teachers. According to Bhengu, Mchunu and Bayeni (2020), in the school improvement context, the responsibility of gurus (principals) is, among other things, to eliminate all complications for teachers so that they can acquire knowledge from each other. However, looking at the manner in which CPTD processes are communicated, it leaves principals in the dark regarding Type 1 activities teachers are engaged in. This will be further discussed in data presentation chapters. So far, the discussion was on CPTD, it is important now to focus on the conceptions of professional self-development.

2.7 Conceptions of professional self-development

In this section, the focus will be on the in-depth conception of professional self-development, the philosophy of teacher professional development with specific focus on school-based professional development and finally paradigms underpinning professional self-development.

2.7.1 Definition of professional self-development

An in-depth definition of professional self-development was made in Chapter One of this thesis. Okpe and Onjewu (2017, p. 475) suggest that the conception of self-development for teachers is characterised with numerous explanations such as Professional Self-Development (PSD), Professional Development (PD), Teacher Development (TD), and so on; but no matter the terminology, the core is in the development of the teacher who is considered a crucial figure in any educational programme. Teachers form the basis and a contributing factor of realisation or catastrophe of any well-planned educational programme. Teachers' self-development entails all that a teacher needs to have profundity, to be adaptable and well-organised in his chosen career with adequate outcome for himself or herself, the learners and the society (Okpe & Onjewu, 2017).

Based on views of Moodley (2014), the word professional in the field of education defines a teacher as a person who is skilled or trained, experienced, knowledgeable and proficient to teach learners. When such teachers are exposed to or engaged in activities that contribute to their growth or improvement as teachers this would be defined as development. Aboalshamat, Hou and Strodl (2014) define self-development as a short-term human development process

which aims to expedite individuals' life enhancement in comprehension, skill or mind-set in fields valued by the mentee, which conceivably spread out to the organisation. Self-development (Garanina, Andronova, Lashmaykina, Maltseva & Polyakov, 2017) starts when one commences to intentionally set goals for assertiveness, self-reformation and self-fulfilment and begins to decide on the projections of what is going to happen and direction of modification. Okpe and Onjewu (2017) suggest that teachers form the core and contributing factor of the accomplishment or catastrophe of any well-planned educational programme, as a result their improvement and entire welfare are of extreme significance. This study uses self-development in the context of teachers taking initiative in developing, uplifting and leading themselves in their own professional development. Professional development includes processes of supporting the development of professional knowledge, skills, values, and attitudes (Ekinci & Acar, 2019). It is also aimed at informing teachers about changing and developing educational approaches. Hauge (2019) asserts that teachers' professional development can lead to improvements in teachers' teaching and development of teachers' pedagogical thinking about students learning and development. However, these scholars do not emphasise the issue of professional self-development.

Freeman (1989) views teacher improvement and teacher schooling as forming the basis on which teacher education tactics are pinpointed. Freeman (1989) presents teacher schooling as involving more docile feature of teaching attached on comprehension and proficiencies, while teacher improvement is positioned on features that have to do with spawning transformation in the area of teaching peculiar to attitude and awareness. Teacher development basically involves evolving a positive stance and continuing same concerning the profession of teaching and oneself as a teacher (Okpe & Onjewu, 2017). Okpe and Onjewu (2017) further stress that a constructive attitude of a teacher towards himself, the learners, the language and his/her profession is the stimulus that will produce the mission consciousness about himself/herself, the leaners, the language and the background of his work. Research indicates that when teachers' professional development is contextualised to practice and when opportunities for collective development are created, this is a good approach that can support teachers' professional development and create improvements in their teaching practice (Hauge, 2019).

In the Western psychology, Garanina, Andronova, Lashmaykina, Maltseva and Polyakov (2017) warns that the problem of self-development is tightly linked to the notions of self-

actualisation, personal development, philosophies which were advanced in the framework of the humanistic approach, or the principles underpinning the self-development (self-efficacy, self-regulation, self-realisation, self-actualisation, self-reflection). Based on the views of humanistic psychology, Rogers (1992) points out than an individual is a comprehensive and exclusive personality that is able to structure his or her own career, to progress in their uppermost mystical and individual improvement. This is an indication that teachers have the capability of engaging in professional self-development provided their needs are addressed properly. Parker, Patton and Tannehill (2012) suggest that a differentiating facet of operational professional development is teachers' vigorous participation in pinpointing their own learning needs and improving learning experiences to expedite reaching those needs. Perhaps it is important now to look at the philosophy of teacher professional development.

2.7.2 The philosophy of teacher professional development

According to Adey (2004), education is first and foremost a social process and the process of teaching and learning can never be adequately replicated by any electronic media; hence, teachers are and will remain at the crux of the educational system. Therefore, continuing professional development of the teachers remains the most significant force in the pursuit of educational enhancement. Tahira, Iqbal and Friha (2011) suggest that it is not enough to upgrade the current system of education only in order to gain the knowledge, education and learning obstacles of the modern era. It, rather, stresses a genuine revamping of the learning chances based on the principles of modernisation that not only accentuate the accrual of information, but also necessitates its feasibility and usefulness in all spheres of life. Thus, the grooming of the self through professional self-development becomes important. Ruge, Schönwetter, McCormack and Kenelly (2021) point out that in todays' changing education context, the impact of a teaching philosophy and teaching philosophy statements, beyond individual personal professional development, have received little attention.

Mediation of metaphysical enquiries comprises countless instinctive verdicts, and spreads far beyond the perfunctory appliance of a theoretical toolbox (Haynes & Murris, 2011). It requires multifaceted, applied verdicts complementary analytical, imaginative, considerate and concerted thinking, as well as exercising social scholarly merits, such as audacity, humility, trustworthiness, admiration, endurance, consciousness and productiveness in giving and receiving acute obstacles (Quinn, 1997). This also poses a challenge to teachers and their

professional development becomes very important in order to meet these challenges. Moodley (2014) points out that the emphasis then is that professional development is the on-going professional self-development of all individuals involved in the process of educating learners. Alemdar and Aytac (2022) are of the view that teachers' philosophical tendencies towards education may affect their thoughts and practices regarding the learning-teaching process. That is why professional self-development of teachers becomes important because activities are initiated by the teacher.

Steyn (2007) suggests that a number of terms are used in the literature to describe the professional development of teachers which may include in-service training, professional growth, personal development, on-the-job training and personnel development. According to Tahira, Iqbal and Friha (2011), teachers are regarded as crucial persons in facilitating the teaching learning process; hence, their professional self-development is significant for refining the process of education. A discussion of school-based teacher professional development (SBTPD) is deliberated below.

2.7.3 School-based teacher professional development

It is important for me to highlight SBTPD since professional self-development of teachers is mainly school-based. Boadou and Babitseng (2007) suggest that to begin with, it is necessary for every school to determine its in-service teacher education and training needs. After identifying needs thus school's projection for the continuing professional development of its teachers can be certain of its conversion into constructive and collaborative action. It is important to note that CPTD does allow teachers to identify their needs and how they are going to develop themselves. If teachers are to be converted to reflective specialists who use dynamic learning methodologies in their classrooms, where students learn through challenging activities, acute discourses, investigation, and the usage of high-order cognitive ability, teachers must acquire and improve in professional development courses that not only encourage but also use and replicate these same approaches. In this sense professional self-development becomes very important (Leu & Price-Rom, 2006). Makovec (2018) points out that teachers' expectations determine the understanding of their own role, as the sense of efficiency in the work that teachers experience can also depend on how they see themselves as professionals. Such expectations are influenced by the experience and knowledge they acquire

during their education for the teaching profession, as during this period teachers begin to build their professional image of themselves as teachers.

Since classroom operation is highly thought-provoking for teachers, Goldstein, Mnisi, and Rodwell (1999) point out that continuing professional development work directed at improving South African teachers practice revealed that even a chain of workshops where teachers productively developed consciousness and certainty in different conceptions of teaching, and create and implement new methods, led to slight alteration in practice beside on-going support. Patfield, Gore and Harris (2021) assert that globally, teacher professional development is heralded as a key mechanism for educational reform where government invest heavily in PD programs, the aim of these interventions is not only enhanced teacher knowledge and practice but, ultimately improved student outcomes. This seems to suggest that teacher professional development is not a once off activity but it requires long term commitment by teachers through professional self-development. Based on this long-term commitment, SBTPD activities should receive proper attention and planned based on the needs of teachers.

Denton and Hasbrouck (2009) indicate that intellectuals and teachers were disgruntled with the primitive ways of teacher professional development such as workshops, courses and conferences which were unproductive in assisting teachers to confront the convolution of educational tribulations and concerns in classroom settings. This led to scholars calling for a substitute form of teacher professional development which was anticipated to be cooperative, comprehensible, based on subject matter, focused on instructional procedures, and continued over time (Poekert, 2012). Milondzo (2003) suggests that school-based professional development programmes should be focused on three major presuppositions. "Firstly, teachers should be involved in the identification and articulation of their own training needs; Secondly, growth experience should be individualised; and Finally, the single school is the largest and most appropriate unit for educational change". The above premises seem to advocate that professional self-development of teachers should provide teachers with opportunities and should be done in a way that would first allow teachers to identify their needs and secondly suggest ways in which they wish to be developed. The current developmental programmes like QMS and CPTD seemed to be developed without proper involvement of teachers as owners of these programmes. Majozi (2005) identified some pivotal facets in the implementation of SBTPD, and these are "Identifying needs and aims; identifying priorities; establishing a

professional tutor role, professional development team and committees; and identifying resources, agencies and methods of articulation and application".

Majozi (2005) claims that deficiency in some of the constructive factors mentioned in the paragraph above can lead to fruitless execution of the SBTPD. The factors referred to above seem to suggest that the proper way of professional self-development starts with engaging teachers in identifying their professional development needs. A top-down system of programmes and exclusion of teachers from designing their self-development programmes may lead to poor participation by teachers since there might be lack of ownership of the programme. Chikoko (2008) points out that teachers are often required to be unquestioning implementers of outside school initiatives and the top-down and cascading approaches seem to be overused. He further suggests that there seems to be a need for more home-brewed, school-centred and cluster-focused teacher professional development for which schools claim ownership and to which they should be accountable. Alshehry (2017) stresses that professional development has a major role to play in addressing the skills gaps of teachers. Most professional development strategies used for teaching practices shows a big challenge and critical issues in the way of improving teachers needs and tasks. However, it is important to discuss types of teacher professional development.

2.8 Types of teacher professional development

Current changes in the education system of South Africa have located some obstacles on school management team and teachers to develop their teaching skills in their sphere of operation (Boadou, 2010). One of the main obstacles facing teachers at their schools is to advance the efficacy and usefulness of the school system. Kwok-Wai (2004) points out that since the 1980s, the decline in the quality of teachers has become an issue of concern to the education sector. Normally, it could be debated that the nature of the teaching profession makes it convenient and imperious for all teachers to be involved in continuing career-long professional exercise (Essel, Badu, Owusu-Boateng & Saah, 2009). Teachers should therefore be inspired to engage in a variety of informal and formal activities which will help them in processes of appraisal, regeneration, improvement in profession and preparation and more especially, being committed both in mind and heart. With this in mind, there is therefore, a need for all teachers to show obligation and eagerness for continuing professional development. In this section, the following types of professional development will be discussed, and these types are In-service

Training; Courses and workshops; Education conferences and seminars; Qualifications programmes; Observation visits to other schools; Professional development network, and Individual and collaborative research.

2.8.1 In-service Training

It is essential for each school to establish its in-service education and training (INSET) in order to know the education and training needs for its teachers (Boadou & Babitseng, 2007). After identifying the needs, and planning how to address them may the school guarantee its teachers can be sure of conversion into constructive and participatory action (Boadou, 2010). Based on the Cross River State Government Report of 1979, Essien, Akpan and Obot (2016) indicate that in-service training of any kind is premeditated to familiarise practitioners to up-to-date and on-going approved practices, understandings and dexterities for the purpose of augmenting the competence, usefulness and perfected performance of public-school practitioners. For teachers to be effective in their zone of speciality, there must be satisfactory provision for their in-service training, and this might allow teachers to engage in their professional self-development.

Ngobeni (2002) has identified four categories of INSET programmes, namely,

- **School-based in-service**: to succour teachers to advance the excellence of education in their school;
- **Job-related in-service**: to assist teachers to be more operative in their positions; and to develop job gratification;
- **Career-oriented in-service**: to groom teachers for advancement in their positions;
- **Qualifications-oriented in-service**: to provide teachers with opportunities to study further.

These programmes are very important in teacher professional self-development, and they might provide an idea as to which direction the teacher is developing himself/herself. Based on Kwok-Wai (2004) the professional development of teachers might be contemplated in two aspects: Cognitive and affective, both of which are important in determining teachers' efficacy. The cognitive aspect refers to acquisition of pedagogical knowledge and improved instructional skills, which will help teachers' classroom teaching and management. Teachers' commitment and dedication to teaching career is an important effective component in teacher development;

hence, professional self-development receives urgent attention. Another type of teacher development is courses and workshops.

2.8.2 Courses and workshops

Continuing Professional Development (CPD) workshops need to be upgraded to augment teachers' gusto for attending such workshops (Lessing & De Witt, 2007). In South Africa they further suggest that efficacious CPD is reliant on the application of the following principles: The aim should be general improvement of education; formal and systematic planning of the workshop; stating and clarifying the aim of the workshop; focusing on critical thinking, reflection and self-direction; developing excellence by means of competence, confidence and enjoyment and adhering to teachers' contextual needs (Lessing & De Witt, 2007).

Based on the lesson study in South Africa, Ono and Ferreira (2010) warn us that thousands of workshops are provided to practitioners, but these do not yield the necessary results for teachers in the classroom. Workshops are attributes in which participants engage and discuss a specific topic or theme for debate in a robust and intensive manner (Nan Der Venter, 2019). Courses and workshops are some of the ways of professional development and these take a short period and are designed to address pressing issues at a particular time and may be characterised by short-term activities. Roy, Rahim and Khojah (2018) point out that teachers everywhere tend to welcome any proposed development that promises to equip them with skills for presenting the subject matter. Mohammadi and Moradi (2017) suggest that teachers must engage in on-going professional development. Courses and workshops are designed to assist teachers in getting new knowledge in relation to their fields. Professional development based on courses and workshops (Roy, Rahim & Khojah, 2018) is thus a way for teachers to continue learning while they work, without having to be involved in further formal studies. Courses and workshops may assist teachers with professional self-development provided courses and workshops planned for teachers are in line with teachers' needs. In South Africa a number of CPTD workshops were conducted but still teacher participation in CPTD seem to be very low. It is for this reason that this study 'Exploring teachers' understandings and practices of professional self-development' is conducted.

2.8.3 Education conferences and seminars

According to Day (1999) and Hargreaves (1994), literature consistently disclosed that teachers' professional development is an indispensable fragment of school-level change and development. As a result, McMurray, O'Neill and Thompson (2016) assert that there has been a willpower towards levitation of teaching standards, with professional development for teachers consequently receiving substantial consideration both for policy-makers and the research literature. Educational conferences and seminars therefore become a very important part of professional self-development of teachers. A conference is a formal scientific congregation where professionals in the same, similar or associated fields of study or interest, convene to discuss and share their views on particular topics (Van der Venter, 2019). Conferences often last for a few days. Seminars on the other hand are described by the Merriam-Webster Dictionary (2008) as a group of forward-thinking students supervised by a professor engaged in original research and all switching outcomes through descriptions and deliberations; a course of investigation followed by a seminar; an advanced or graduate course often containing casualness and argument; a planned meeting of a seminar; and a meeting for presenting and deliberating knowledge. It is for this reason that conferences and seminars become very important in teacher professional self-development. Seminars encourage vital interpretations and writing abilities as participants engage in a wide range of references and synthesise data that fulfils the purpose of the seminar (Padgett, Keup, & Pascarella, 2013). The University of Illinois (2012) discovered that seminars present opportunities for researchers, teachers or students to share their findings of research and present it in public while receiving constructive and critical feedback from the attendees through discussion. In this way, teachers might develop themselves professionally and that development often takes place as a face-to-face activity that lasts for few days. Another type of professional development is qualifications programmes.

2.8.4 Qualifications programmes

The contemporary policy scrutiny on teacher excellence is consequential in momentous alterations in how teacher education is conceptualised, planned and presented (McMahon, Forde & Dickson, 2015). Bitzer and Albertyn (2011) indicate that developing academic professional proficiency involves a learning trajectory with various outcomes relevant to the

process. Professional development requires a continual process of change/transformation but may be based on various stages of knowledge and skills acquisition, as well as experiences of the individual. The individual teacher becomes very important and needs to be empowered in order to handle the current changes and technological advances in the classroom. In South Africa a matric plus four years training is deemed enough for one to become a teacher and this has resulted in a number of teachers not developing an interest to obtain further qualifications. Developing teachers through qualifications is very important for teacher, hence professional self-development becomes vital.

Professional self-development is intrinsic, meaning that professional work is perceived as essentially related to a person's own personal and professional position. It is for this reason that Bitzer and Albertyn (2011) view professional self-development as a process of learning that is complex and holistic which may need to be facilitated purposefully to develop academic professional proficiency towards higher levels of conceptualisation and integration. McMahon, Forde and Dickson (2015) indicate that in the United Kingdom, government and policy-makers have identified four main trepidations regarding the teaching profession, and these are planning; excellence; advancement and recollection. These four key concerns form the basis for policy and might assist in long term planning for professional self-development. It is for this reason that qualifications become important in the professional self-development of teachers. Observation visits to other schools is also viewed as one of the ways of professional development.

2.8.5 Observation visits to other schools

Observation empowers teachers to construct their distinct competency and cultivate a reciprocated understanding of effective classroom practice; hence, the Victoria State Government (2018) views its benefits as follows; opportunity to discuss obstacles and accomplishments; allotment of ideas and expertise; constructing community of trust; refining impact of learning; contribute to shared efficacy. Danielson (2012) contends that while teaching is supported by various behind the scenes activities such as planning, preparing, working with colleagues, organising, marking, and reporting, the atypical skill of teaching is teaching itself, and it can be observed. The critical art of teaching takes place in the classroom and the actual process of learning can be observed. Kubheka (2016) suggests that one might

not support an individual without understanding where the need is required and the most applicable way to discover where to help is by observing. Various observation tools to evaluate teachers' pedagogical practice have been developed and used by administrators for many years (Elmendorf & Song, 2015). Although one may neither list nor recommend any particular observation tool here, it is important to note that the IQMS is regarded as the most important observation tool in South Africa. While IQMS caters for observation, with CPTD there is no clear link with observation when one looks at the professional development activities especially Type 1 activities. However, observation still remains one of the most important areas of professional self-development. IQMS will be discussed later in this chapter.

2.8.6 Professional development network

Professional development networking aims to improve the excellence of teaching/learning and is envisioned to inspire concerted learning by advancing expert competences related to the profession, by encouraging exchange of experiences, imparting knowledge and reciprocal help, by stimulating the search for explanations to educational glitches, in order to expand everybody's practices (Raholdina-Razafimbelo, Razafimbelo, Ramanitra, Andrianavalonirina, Ratompomalala, Rajonhson & Razanakolona, 2013). According to Gatt, Pereira Cunha and Costa (2009), the extraordinary chances begot about by teachers to network and collaboration with other teachers from elsewhere, at any time is a vital aspect which cannot be disregarded when deliberating the future of education. Teachers sometimes feel isolated in their own schools and are often restrained to a solo experience of one school which might lack excitement in the teacher's daily activities. As a teacher myself, when attending workshops, conferences, seminars and networking with other teachers, I return to school highly confident and motivated to implement information received. A survey conducted by the US Department of Education (1999) discovered that teachers were convinced that cooperative professional development activities, such as networking with other teachers outside school, are more operative and supportive as professional development than antiquated forms of training.

Looking at CPTD in South Africa, the SACE Professional Development Points Schedule, Type 1 activities do require an educator to attend informative meetings lasting for a period of 1 hour or more which is then regarded as one of the activities they could discuss educational topics with colleague. For me thit is networking which is highly viewed as one of the most significant activities of professional self-development. It is for this reason that teacher networking and

teacher professional self-development becomes important; hence, this study of exploring teachers' understandings and practices of professional self-development. In a study conducted by Raholdina-Razafimbelo et al. (2013) in Madagascar, they learned that teachers are direct fundamental players in the positioning of the teachers' networks; they are the most significant representatives of the network. Their attendance is intensely suggested, even compulsory, and they are forced by regulations to take part in all of the activities of the network. In our case in South Africa, teachers are not yet aware that participation in professional development activities is obligatory, and this is because there are no visible punitive measures.

2.8.7 Individual and collaborative research

Individual research could be defined as the act of working alone with the goal of completing a task or project (Kemp, 2013). Here, the goal of the individual is to focus on individual accomplishment over the goals of the/a group and is far more competitive. On the other hand, collaborative research can be defined as researchers working together to achieve the common goal of producing new scientific knowledge (Kishk Anaquot Health Research, 2008). The Professional Development Points Schedule (PDPS) of CPTD requires teachers to engage in researching in topics related to teaching and learning; investigating and creating an article, newsletter, newspaper, magazine or journal; researching and presenting in educational meetings, conference, seminar, workshop, on radio or on television and finally researching and developing materials for teaching and learning.

Although Type 1 professional development activities are thought of as activities that support individualism, but it is clear that in one way or another, the teacher does come into contact with other teachers through collaboration. According to Leibowitz et al. (2016), it is recognised that collaborative research is multifaceted and that several contests are encountered, which are likely to upsurge depending on the size or diversity of the group, its disciplinary composition and other intersubjective features such as academic expertise and identity. According to Kyvik and Reymert (2017), collaboration can be ranked in relationship between a professor and a doctoral student, or a reciprocal relationship between two or more colleagues of equal status and can take place willingly between colleagues who share the same interests. It is very important that teachers engage in collaborative research as part of their professional self-development. In a collaborative research process, the participation of interdisciplinary research and multi-sectoral stakeholders supports the co-operation, translation, and exchange of new

knowledge (Wine, Ambrose, Campbell, Villeneuve, Burns & Vargas, 2017). Mentoring and peer observation is also important in professional self-development.

2.8.8 Mentoring and peer observation

The SACE Professional Development Points Schedule requires teachers to do mentoring and coaching as one of the listed activities. The Integrated Quality Management System which is thought as a tool for teachers to identify their professional development needs also caters for peer observation. For these reasons, mentoring and peer observation are also regarded as very important in teacher professional self-development. Mentoring is one of the foremost aspects of teacher development programs, often a cooperative effort between university supervisors, teacher educators, and school administrators, supervising teachers to better groom them for the progressively perplexing classroom setting (Russell & Russell, 2011). Gaskill (1991) and Shapira-Lishchinsky (2012) elucidate that mentoring is an activity in which a more knowledgeable person (mentor) provides a less knowledgeable person (mentee) with direction, patronage, comprehension, and recommendations for professional development. It is clear that teachers can self-develop through mentoring.

For the purpose of this study, mentoring is focused on teachers who are already in the field of teaching where they share knowledge and skills amongst each other whether to a new teacher or an experienced teacher who needs to be mentored in a certain area of professional development. Teachers currently face barriers, such as to advance student-centred teaching, to amalgamate technology and learning, and to apply cognitive thinking skills just to name a few (Yee, 2016). Previously, the development of teaching practices has been left to individual teachers to spontaneously discover teaching ways on their own and it is for this reason that mentoring becomes important in teacher professional self-development. The contexts within which mentoring is provided depended on the professional needs of the participants (Kapachtsi & Papavasiliou-Alexiou, 2018). Cohen, Manion and Morrison (1995) uphold that there is proof that mentoring encompasses interconnected phases that are intersecting with each other.

The most important stages or phases are those suggested by Kram (1983) and Fletcher and Mullen (2012). In the first stage, called “Initiation”, mentor and mentee are appointed; in the second one, referred to as “Cultivation” of the relationship, the two members are aware of each other and start to co-decide the purpose of their cooperation and their roles. During this stage

the mentee receives necessary support professionally and psychosocially. In the third stage, the "Separation", guidance comes to a completion and therefore, the mentee, who has obtained experience and appropriate knowledge, can cope with his/her duties without supervision or guidance. Finally, in the fourth stage of guidance, that is "Redefinition", the two members are to re-define their relationship and co-decide the frequency and the conditions of possible future contact and interaction. While doing mentoring, peer observation also becomes very important. My observation of how IQMS is conducted in some South African schools made me decide that peer observation requires careful planning because if not done properly, it may lead to a meaningless activity. Peer observation encompasses teachers observing each other's practice and learning from one another, concentrating on teachers' individual requirements and the chance to both learn from others' practice and offer positive feedback to peers (Hendry & Oliver, 2012). Yee (2016) provides a schematic presentation indicating how peer observation should be conducted as represented in the diagram on Fig. 3 below.

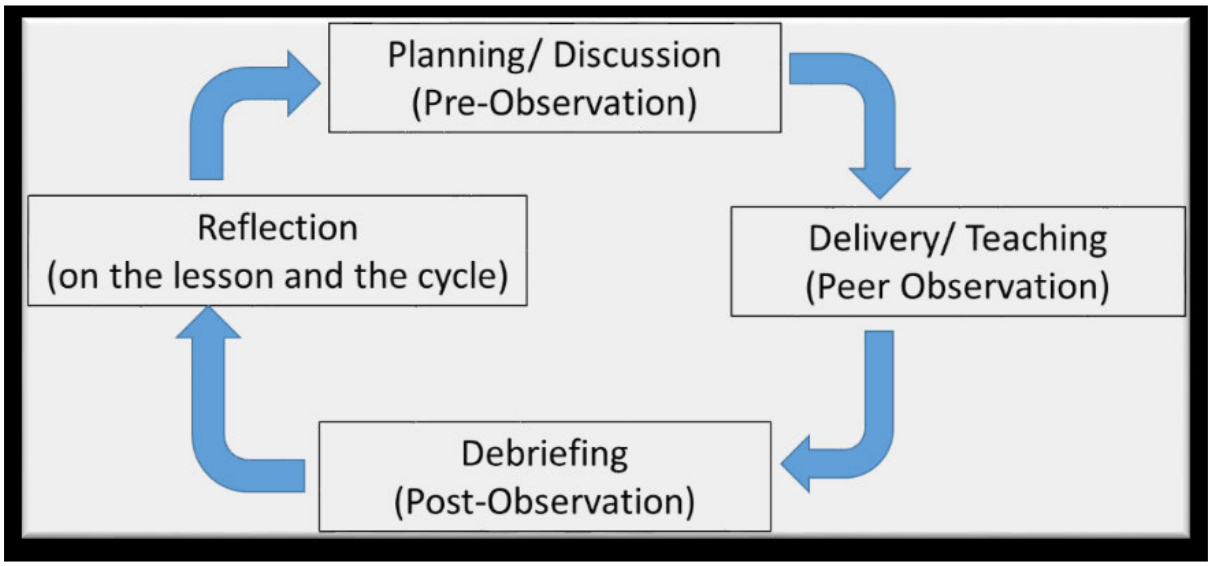

Fig 3 *Peer observation process: Adapted from NCSALL Mentor Teacher Group Guide* (Yee, 2016).

The first stage which is pre-observation begins with planning and discussion of lesson plan by either teachers or a group of teachers. The focus here is on focus areas and samples questions for observation. The second stage which is peer observation which focuses on delivering or teaching involves presenting a lesson to the targeted class by the teacher while others are observing following a particular schedule. Another teacher might present the very same lesson but to another targeted class. Yee (2016) suggests that the repetition of the lesson utilising the

same lesson plan enabled the teacher being observed to see the disparities in applying the lesson and stimulated further self-analysis. The third stage, debriefing or post-observation, observers' reports which included all the spotlight areas is shared among all the teachers and suggestions and feedback is given. The final stage which is reflection on the lesson and the cycle follows where teachers might look at the challenges and how these could be addressed. If peer observation could be done as indicated above in South Africa, IQMS and CPTD might benefit educators and become meaningful to their daily practice and perhaps see better commitment on the side of teachers. It is important now to focus on models of teacher professional development which are also important for professional self-development.

2.9 Models of teacher professional development

This section highlighted the most mutual models signifying brief groupings of how continuing professional development may be offered to teachers. This is not a complete list but rather a portrayal of the foremost developments in continuing professional teacher development around the world to allow for indispensable viewpoint on the data presented in this study. These models were presented in various countries in different ways. Literature identifies nine models of continuing professional teacher development (Kennedy, 2005; Kryvonis, 2013). Kennedy (2005) continues and groups the nine models in terms of their purposes as indicated in Table 6 below.

Model of CPTD	**Purpose of Model**
The Training Model The Award Bearing Model The Deficit Model The Cascade Model	Transmission of knowledge
The Standard-based Model The Coaching/Mentoring Model The Community of Practice Model	Transition to a combination of knowledge and skills
The Action Research Model The Transformative Model	Transforming practices

***Table 6**: Typology of CPTD and their purposes (Adapted from Kennedy, 2005).*

Kennedy (2005) indicates the conditions under which each of the nine models of CPD might be espoused, and also reconnoitres the kinds of knowledge that can be established using any particular model. Kennedy (2005) further examined the sovereign relationships intrinsic in the individual models and explored the degree to which CPD is viewed and endorsed either as a distinct endeavour related to accountability, or as a shared endeavour that supports transformative practice. The increasing dimensions for professional self-sufficiency emphasise the significance of emboldening professionalism as well as safeguarding the profession (Republic of South Africa, 2015). It is important to look at the individual model.

2.9.1 The Training Model

The Training Model (TM) concentrates on competences, with specialist deliverance, and petite hands-on focus (Kryvonis, 2013). Kennedy (2005) suggests that the TM is commonly identifiable and has, in current years, debatably been the overriding form of CPD for teachers. The model bolsters a competency-based, managerialist view of teaching whereby CPD affords teachers with the chance to modernise their skills in order to be able to exhibit their competence. This involves the delivery of knowledge to the practitioner by a knowledgeable person with the programme determined by the deliverer, and the partaker is positioned in a docile role. However, it is important to note that CPTD workshops are currently presented following the training model where teachers are invited to attend workshops and are not made to participate fully in the activities of the workshop and this might be the cause of lack of enthusiasm in their participation. Training is supposed to take place in the institutions in which the teachers work but most of these workshops take place away from schools and often subject to criticism about its lack of connection to the current classroom context in which teachers work (Kennedy, 2005). Despite its drawbacks, Kennedy (2005) is of the view that the training model is acknowledged as an effective means of introducing new knowledge, albeit in a decontextualised setting. Smith (2015) asserts that despite its shortcomings, the Training Model is advantageous in the application of wide-ranging curriculum alterations where all the teachers in the system need to be well-versed about the cutting-edge improvements or changes.

2.9.2 The Award Bearing Model

The award-bearing model (ABM) accentuates some form of recognition or accolade, for example, new qualifications being awarded upon teachers after finishing a course of study at a

tertiary institution or PD provider (Smith, 2015). It regularly transpires that the inspiration in this case has nothing to do with the enhancement of teaching and learning, but rather a way of ensuring further development along a teacher's career path. Kennedy (2005) suggests that the award-bearing model of CPD is one that depends on, or stresses, the accomplishment of award-bearing programmes of study – usually, but not entirely, endorsed by universities. This outside substantiation can be viewed as a sign of excellence reassurance, but equally can be viewed as the exercise of rheostat by the authenticating and/ or financing bodies.

Rose and Reynolds (n.d.) point out that the fact that the ABM is used in concomitance with a higher education institution; this begets the perturbing discourse on the inappropriateness of academe to the fore. There is consequently a pressure for ABM courses to be concentrated on classroom practice, often at the expense of issues of standards and creeds (Solomon & Tresman, 1999). However, Kennedy (2005) argues that this discourse of philistine has led to indictments of the insignificance of the academic work embarked on by universities and placed emphasis in its place on the practical component of teaching. This model brings compromise on academic and intellectual autonomy which are very important in professional self-development.

2.9.3 The Deficit Model

Kennedy (2005) suggests that professional development can be premeditated explicitly to tackle a noticed deficit in teacher performance. The deficit model (DM) looks at tackling deficiencies in an individual teacher, it proposes to make individually adapted programmes but may not be good for self-assurance and is demeaning the development of a communal knowledge base within the school (Kryvonis, (2013). Although the DM recognises individual autonomy of the teacher, Rhodes and Beneicke (2003) evoke that the source of poor teacher performance is related not only to individual teachers, but also to structural and administration practices. They further point out that CPD in terms of presentation management can be viewed as a means to enforce greater competence, efficacy and answerability.

2.9.4 The Cascade Model

In South Africa, CPTD is currently employing the cascade model (CM) where the National team trains District teams who then train one or two teachers per school and these teachers are

expected to train all the teachers at school level. Kennedy (2005) indicates that the cascade model encompasses sole teachers engaging in 'training events' and then sharing or propagating the knowledge to colleagues. Popular as it appears to be among developing nations especially Kenya, Bett (2016) suggests that the CM is nonetheless not without challenges. Hayes (2000) views this model's "trickle-down effect" as problematic due to the watering down of the subject matter as it is disseminated to apprentices. Ostensibly, due to the stratums of transfer of information, the primary content might lose its originality as it is passed down onto the beneficiaries. Above all the above challenges, Solomon and Tresman (1999) suggest that one of the shortcomings of this model is that what is distributed during cascading process is usually skilled focus, occasionally knowledge-focused, but infrequently emphasis on values. Kryvonis (2013) claims that the TM is comparatively inexpensive when it comes to resources, but there are concerns regarding the loss of a collaborative element in the original learning.

2.9.5 The Standards-based Model

The standard-based model (SBM) is also referred to as competency-based model. Kennedy (2005) indicates that the standards-based type advocates the use of standards in scaffolding professional development and based on mutual language, thereby, permitting superior conversation between participants. This model might undermine other facets of professional self-development due to its rigidity and not being inflexible in regard to teacher learning (Kryvonis, 2013). It can be useful for developing a common language but may be very narrow and limiting. The SBM is mainly focused on measuring teacher's performance against particular standards. Smyth (1991) argues that professional development programmes that are based on certain standards undermine the autonomy of teachers and limits them from coming up with their new ideas. CPTD mainly advocates teacher autonomy when engaging in professional self-development which might be undermined by focusing mainly on set standards. Despite all these shortcomings, we may not just throw away the SBM but we may still regard it as main contributor to teacher professional self-development.

2.9.6 The coaching/ Mentorship Model

The coaching/mentorship model (CMM) involves a diversity of CPD practices that are based on an assortment of metaphysical principles, but the crucial feature of this model is the

significance of one-to-one relationship, usually between two teachers which is designed to reinforce CPD (Kennedy, 2005). Although coaching/ mentoring comprises the improvement of a mutual relationship that can embolden conversation, Rose and Reynolds (n.d.) declare that a coach or mentor needs excellent communication skills. The General Teaching Council for Scotland (2002) indicates that the mentoring and coaching relationship may be collegial between equal partners, but is probably more likely to be hierarchical, between the supervisor and supervisee. Kennedy (2005) asserts that key to the coaching/mentoring model, however, is the idea that it is often school-based and can be improved by involvement in conversation with colleagues and this is very important in teacher professional self-development.

2.9.7 The Community of Practice Model

The communities of practice model (CPM) normally comprise more than two people sharing ideas with the intention of developing each other. The fact that the process takes place in a group and there is no confidentiality. Kryvonis (2013) is concerned that the community of practice may constrain active and imaginative novelty of practice, though they have the prospective to function properly amalgamating understandings among members. Smith (2015) asserts that the community of practice may involve teachers within a particular school or between a number of schools and might even involve an expert from outside the school situation. Professional self-development through CPM might require members to communicate freely and express their views so that they may learn from each other. Wenger (1998) argues that, even within members of several communities of practice, learning within these communities comprises three indispensable practices namely, developing systems of communal commitment; interpretation of professional self-development components; and advancing repertoire, panaches and discourses.

According to Wenger (1998), and Boreham (2000), the CTM relies mainly on social learning and therefore professional development is communally discussed among members in the community based on reciprocal involvement in a community that values common interconnections. This might allow new teachers to obtain understanding and familiarity in classroom activities through their contact with others, they become empowered to imbue new philosophies and approaches into the discourse.

2.9.8 The Action Research Model

The action research model (ARM) is grounded on teachers participating in an analytical consideration about their own practice (Smith, 2015). According to Kryvonis (2013), the ARM has the prospective to spearhead transformative practices within the school since it is pertinent to the classroom, and empowers teachers to reconnoitre with diverse tactics, especially if the action research is collaborative. Teachers are stimulated to connect with colleagues or university lecturers to augment the discourse or familiarise themselves to other viewpoints. It is vital to note that although action research model encompasses outsiders, the research itself is rooted in the background of the teacher's regular undertakings within the school situation.

Action research model empowers teachers to be active participants in learning rather than passively receiving information from above. Here teachers are spurred to understand research as development where they might discover new knowledge for themselves. Burbank and Kauchack (2003) view ARM as a means of limiting dependency on externally produced research, instead shifting the equilibrium of authority towards teachers themselves via recognition and execution of relevant research activities. Action research as a model of CPD has been recognised as being effective in empowering teachers to ask vital questions of their practice. Nevertheless, an action research model clearly has meaningful capability for transformative practice and professional self-sufficiency.

2.9.9 The Transformative Model

The transformative model (TfM) of CPD encompasses the mixture of a variety of processes and conditions – facets of which are developed from other models indicated above (Kennedy, 2005). Transformative model recognises the variety of different situations essential for transformative practice. This model of teacher development is based on a number of procedures and elements from other models and hence it may be viewed as a heterogeneous model that concentrates on the practices and circumstances that will lead to transformation of the individual or school. The transformative model of CPTD encourages a viewpoint of teacher development that moves away from the one size fits all kind of professional teacher development.

The understanding of professional development models may assist us in understanding numerous approaches in which CPTD specifically professional self-development could be implemented. The above nine models show us a role CPD models may portray in inspiring or perhaps standardising professionals to modernising knowledge and skills to ensure they practice successfully their profession on an uninterrupted basis (Kennedy, 2005). However, it is important now to focus on teachers themselves and explore their understandings and practices of professional self-development.

2.10 Teachers' understandings and practices of professional self-development

Active involvement of teachers in their professional development has moved to the top of agenda internationally, in recent studies that looked at the role of teachers in self-development as indicated by Bellibas and Gumus (2016) and Desimone, Porter, Garet, Yoon and Birman (2002). Drawing on the ideas of He and Ho (2016), teacher professional development has been the focal point of the education restructuring agenda in Hong Kong. Ardelt (2008) indicates that the quest for self-realisation, self-actualisation, adulthood, and self-sufficiency; and even the mission for understanding, might primarily be inspired by a yearning for a sturdier self. In recent literature, professional development of teachers sits at the heart of improving teachers' skills, knowledge and practice and it has become a necessity for quality education especially in South Africa (Ajani, 2020; Ajani, 2021; Perry & Booth, 2021). De Klerk and Palmer (2020) point out that research conducted in countries internationally reveals that professional empowerment is a fundamental aspect of positive change at school level, because teachers need tools if they are to be regarded as independent education practitioners who are in control of their teaching activities. However, it is specifically through the practice of self-development and self-knowledge that people begin to comprehend the deceptive nature of the prodigious self. The above scholars view the self as being very important when it comes to teacher professional development.

Research has shown that teachers who actively participate in self-development through CPTD tend to benefit from relying on one another in developing technological skills. As indicated by Beatty (2000); Desimone, Porter, Garet, Yoon and Birman (2002) and Desimone (2009), they see changes in the perception of the self and work. Such change in perception may beget about change in their classroom practices, in their mind-sets and convictions and reflect on their practice (Guskey, 2002; Macheng, 2016; Mathew, Mathew & Peechattu, 2017). Teachers who

participate in professional development see direct and positive influences on their performance expectation; see improved classroom instruction; promote teacher effectiveness and efficiency (Bellibas & Gumus, 2016; Coe, Carl & Frick, 2010; Nel & Luneta, 2017; Oyedele & Chikwature, 2016, Tseng & Kuo, 2013). The improvement of an individual teacher might contribute positively to the teacher himself/herself; hence, professional self-development becomes important. Based on Linnemanstons and Jordan's (2017) suggestion, teachers also realised PD's impact on them in terms of professional growth, sense of fulfilment and an expanded repertoire of teaching approaches. However, Hubers, Endedijk and Van Veen (2022) point out that as teachers' professional development remains to be seen as one of the most important driving factors to improved science and technology education, it is important to determine whether such programmes live up to this expectation. That is why CPTD activities needs to be in line and relevant to teachers' needs.

Teachers who do not participate in self-development through CPTD might miss out on its benefits. For instance, Coe, Carl and Frick (2010) indicate that teachers might lack meaningful collaboration with peers. Doig and Groves (2011) and Mukeredzi (2013) further suggest that educationalists who do not partake in professional development may lack stimuli for curriculum change, new classroom technology, advance in pedagogy teaching strategies and classroom management. No participation of teachers in self-development may result in lack of reflective practice, which is regarded by Mathew, Mathew and Peechattu (2017) as central in teachers' professional development. The lack of reflective practice might have negative effects on the teacher's practices. It is very significant for teachers to be involved in self-development. Participation takes the form of induction in professional communities and coaching, training, motivational speaking and mentoring, as well as using groups as a source of development and teacher communities. Participation has contributed to individuals' life improvement skills, co-construction of new ideas, enhanced lesson preparation, understanding of content, and empowerment for effective teaching (Aboalshamat, Hou & Strodl, 2014; Dalgarno & Colgan, 2007; Nasciutti, Veresov & Aragão, 2016; Vangrieken, Meredith, Packer & Kyndt, 2017; Nel & Luneta, 2017). While research shows us the magnitude of engaging teachers in their professional development, and policy giving directions of how professional development should be conducted, there seems to be an indication that not much is happening in our schools. At a personal level, as an educator, I have not engaged seriously in CPTD simply because I did not find PD activities related to the work I am doing. I am interested in finding out what teachers understand as professional self-development and in what practices are they engaged

in when they do their self-development. This lack of participation may also be caused by little understanding of the importance of self-development, less motivation, time constraints, and lack of incentives.

2.11 Kinds of professional development activities and professional self-development initiatives

In the previous section, I highlighted teachers' understandings of professional self-development and the reasons they put forward for participating or not participating in professional development. In this section I look at the kinds of professional self-development initiatives that teachers are engaged in and I try to find out why they engage in that way. Research conducted in developed countries suggests that teachers were accepting programmes in which they were involved (Beatty, 2000; Bellibas & Gumus, 2016; Kwakman, 2003; Petrie & McGee, 2012; Powell, Tarrel, Furey & Scott-Evans, 2003). However, Patton, Parker and Tennehill (2015) indicate that, to accelerate effective teacher professional development, a change in thinking that goes beyond the attainment of new proficiencies and understanding in assisting teachers reconsider their practice is required. Ajani (2020) highlights that the significance of developing teachers on a regular basis every year is for them to perform their professional duties efficiently. Education is dynamic and there is a need for teachers to be developed to fit learners' yearning for knowledge as they believe teachers possess vast knowledge. This suggests that professional development activities should provide the kind of knowledge that will make teachers masters of their practice. Hence, professional self-development and related development programmes becomes important.

Not all teachers accept professional development programmes. Some encounter some challenges regarding some programmes imposed on them. Petrie and McGee (2012) point out that those teachers were encouraged to use student-centred approaches to teach students, and plan in ways that met the diverse learning needs of their students. However, as learners themselves, they were not always exposed to these same pedagogical understandings or approaches. Self-development then becomes important so that teachers overcome some difficulties encountered during professional development. Some teachers had difficulty understanding how to enact transdisciplinary (Herro & Quigley, 2016), integrate language skills, and break down the syllabus into a contextually appropriate lesson plans (Zein, 2016).

Other teachers lacked time to participate due to marginalisation in PD activities that are related to their needs and related to their field (Hodges, Lee, Kulinna & Kwon, 2017).

The development of teachers is important so that they are able to develop themselves in areas where they are lacking. Since teachers differ and handle activities differently, programmes should be prearranged in a manner that might accommodate for different needs of teachers (Bergh, Rose, Baijaard, 2015; Sato & Haegele, 2017). According to Herro and Quigley (2016), the involvement of teachers in professional development increased their knowledge of delivering content to students. In Japan, Japanese Lesson Study conducted by Groves and Doig (2011) shows that engaging teachers in extensive preparation of what they were going to teach, offers them the opportunity to develop professional communities of enquiry, develop lesson rationale, and refine their understanding. Hodges, Kulinna, Lee and Kwon (2017) indicate that teachers enjoy practical professional development activities and ongoing support which they regard as key to their performance. Studies in other countries also recognise the importance of professional development. Bates and Morgan (2018) indicate that professional development should positively influence teacher knowledge and practice, in turn, student learning yet, many professional development initiatives fail to meet this goal.

In developing countries such as China, India, and Russia, engaging teachers in their professional development has been found useful in providing teachers with a chance to pass on knowledge, and augment teaching skills and contemplative practices (He & Ho, 2016; Mathew, Mathew & Peechattu, 2017; Rahman & Borgohain, 2014). However, these studies do not clearly show the importance of individual self-development. Studies conducted in developing countries, excluding Africa, also highlight the importance of participation in professional development. The profound process of problem solving, led by teachers to comprehend their practice and advance the way they deal with issues and resolve problems, is very important (Mathew, Mathew & Peechattu, 2017). Zein (2016) proposes a model of needs-based PD which can inform teacher educators and education policy-makers to develop a frame of reference for the design of PD programmes. Krupchenko, Inozemtzeva and Prilipko (2015) disclose the zones of ambiguity in the teachers' values, attitudes, knowledge and practices relating to their professional capability, which serve as a foundation for their professional development. Teachers have their role to play in their professional development along with the role played by government (Alfaki, 2014).

It is highly significant for teachers to continually engage themselves in professional development initiatives. Rahman and Borgohain (2014) point out that the expectation of teachers as life-long learners remains unfulfilled due to lack of recognition of CPD as life-long, continuous and largely voluntary, and the consequent paucity of support to sustain this process. Nasciutti, Veresov and De Aragão (2016) observe the prominence of the group as a starting point of development through discussion and formation of new ideas and possibilities. Sywelen and Wite (2013) observe that teachers believe they do not receive chances to work together, perceive each other teaching in the classroom, and provide each other with useful feedback. It is also important to focus on studies conducted in Africa.

In the developing countries of Africa, teacher professional development is also seen as very important. Komba and Nkumbi (2008) indicate that respondents perceived the importance of Teacher Professional Development as having its basis on its improvement of the teacher professionally, academically and technically. Through professional development, teachers become effective and efficient in the execution of their duties (Chikari, Rudhumbu & Svotwa, 2015; Oyedel & Chikwature, 2016). Atta and Mensah (2015) note that difficulties in acquiring continued professional development relate to inadequate funding and restricted opportunities for continuing professional development programmes. It was also important to discuss literature that focuses on research that was carried out in South Africa where this study was conducted.

Continuing professional development is viewed as a job-ingrained, homeroom-focused, helpful, synergetic and continuing process that vigorously engages teachers in learning and development opportunities (Coe, Carl & Frick, 2010; Jita & Ndalane, 2009; Steyn, 2013). However, Steyn (2011) notes that professional development in the South African education system focused on the accumulation of PD points, and suggests a paradigm shift in this regard. Tsotetsi and Mahlomaholo (2013) argue that, what is missing in professional development is a synchronised programme and the participation of practitioners and beneficiaries in its design and application. Ngcoza and Southwood (2015) suggest a shift from a transmission of knowledge to the construction of knowledge. Construction of knowledge might be reached through self-development. Mpahla and Okeke (2015) indicate that rural schools are far behind in terms of progression and improvement, and this is caused by the neglect rural schools are receiving when it comes to the formation and blueprint of teacher development programmes.

Although the scholars show the importance of teacher development in various ways, self-development seems to be neglected. It is important to engage with challenges encountered when teachers engage in self-development through CPTD.

2.12 Challenges encountered by teachers during self-development

Various researchers have identified an array of challenges encountered by teachers in the implementation of continuing professional teacher development. These include Bellibas and Gumus (2016), Groves and Doig (2011), Macheng (2016), Mwangi and Khatete (2017), and Sywelem and White (2013). Six challenges commonly faced by teachers emerged from my reading of literature. Firstly, the utmost challenge to successful professional development is the unavailability of time (Bellibas & Gumus, 2016; Macheng, 2016; Sywelem & Wite, 2013). A number of scholars like Atiku (2021); Coomber (2018); Dea and Lerra (2022); Qablan (2021) and Zydziunaite et al. (2020) also raised the issue of time as the main factor that thwarts teachers' professional development. Secondly, the locus of professional development site seems to be unclear. Drawing on Bellibas and Gumus (2016), and Selemani-Meke and Rembe (2014), the site from which professional development can take place, whether it can be the district, university or school-based, still has some challenges. The location of professional development sites are far from teachers and this may result in weak interaction during professional development (Dea & Lerra, 2022; Yakub et.al., 2020).

Thirdly, the suitability of content knowledge may be one of the challenges in professional development. According to Doig and Groves (2011), a considerable amount professional development appears to be unsuccessful because professional development sessions intended to intensify subject matter understanding and teachers' subject related requirements during implementation, fail to gratify into the actual content they are planned to cover, due to extra urgent teacher concerns such as resources administration or pedagogy. In a study conducted by Mwangi and Khatete (2017), they reported that most practitioners experienced that the tactics applied in professional development did not prepare them sufficiently for autonomous ICT practise in schools, and identified self-initiative as a means by which they learn how to use computers. According to Macheng (2016), the lack of ownership of professional development activities, deficiency of specialists to administer CPD programmes, unstructured in-service programmes, hamper professional development of teachers. Other researchers such as Krupchenko, Inozemtzeva and Prilipko (2015) and Mwangi and Khatete (2017) found that

teachers saw a substantial discrepancy between what is proposed by professional development programmes and what is actually happening. Ajani (2020) and Dea and Lerra (2022) also assert to other scholars that content knowledge presented during professional development does not meet teachers' needs and this demotivates teachers from participating in developing themselves.

Fourthly, Selemani-Meke and Rembe (2014) concur with Atta and Mensah (2015) that another impediment to providing high quality professional development experiences is financial costs and the related issue of resources. In South Africa, the picture is somehow bleak when it comes to professional teacher development and the provision of resources. Other scholars agree that financial cost, lack of incentives and lack of increase in salary greatly thwarts teachers from participating in professional development (Atiku, 2021; Fang, Chan & Kologeropoulos, 2021; Tyagi & Mirsa, 2021). Although professional self-development is deemed to be intrinsic but, external motivators like rewards and incentives are very important.

Fifthly, Boadou (2010) observes that there is severe shortage of resources of all types in fluctuating degrees, while Steyn (2011) saw the system as focusing on the accumulation of points. There seems to be not much that motivates teachers to actively take part in their professional development. This study seeks to locate teachers at the core of professional self-development where they might work independently with minimum supervision, when engaging in their professional development; hence, this study of exploring teachers' understandings and practices of professional self-development becomes important. Qablan (2021) and Tulu (2018) have identified lack of resources as one of the factors that contributes to lack of participation in professional development of teachers since effective education takes place where there is adequate availability of resources.

Finally, Esau and Maarman (2021) identified increased teacher workload as a challenge. Teachers in South African public schools are faced with high levels of stress due to increased workloads as a result of overcrowded classrooms, inadequate support and low morale. In my experience I also worked in overcrowded classrooms teaching a number of subjects which made me to have no free period and time to do other duties during school hours. This made me to carry more work like workbooks to mark at home at night. The same challenge of workload was also identified by scholars like Chua, Thien, Lim, Tan and Guan (2020); Coomber (2018); Dea and Lerra (2022) and Zydziunaite et al. (2020).

2.13 Support for teacher professional development

The Teaching and Learning International Survey (TALIS) (2009) indicates that the rate and concentration of involvement in professional development activities is in part, a consequence of the kinds of support that teachers obtain to embark on the activities. Support can be offered in a variety of forms which include obligatory professional development, fiscal support, remuneration supplements, planned time, and orientation and mentoring (Macheng, 2016; Nel & Luneta, 2017; TALIS, 2009). The recommendations by the task force for implementing proposed CPTD system indicates the need to identify high-quality professional development programmes that would positively impact teachers' classroom practice and learner performance (Republic of South Africa, 2008). This may suggest that a strong base of service providers appropriate to the needs of the locality should be established. It is not clear how teachers are given this support at school and how this translates to self-development.

Macheng (2016) indicates that Botswana's Revised National Policy on Education (RNEP) advocates the consolidation of the probationary system in schools. School leaders as instructional leaders should take obligation for professional development of their teachers. In-service education officers should base activities at school level to ensure practicality, continuing professional, and academic development. It is not clear how this policy empowers individual teachers to engage in self-development. Patton, Parker and Tannehill (2015) suggest that for professional self-development to take place effectively, all the stakeholders should be fully involved, and their roles clearly spelt out. This study seeks to find out how teachers are empowered to engage effectively in self-development.

2.14 Conclusion

The purpose of this chapter was to interrogate literature on teachers' understandings and practices of professional self-development in relation to Continuing Professional Teacher Development (CPTD). This literature review was based on establishing the current knowledge in the fields of professional self-development by exploring teachers' understandings and practices of professional self-development. The Chapter focused on education reforms in South Africa in relation to educator professional development, the Department of Basic Education reports on teacher development which consisted of the Report of the Ministerial Committee on

Teacher Education (RMCTE), Report on Teacher Development Summit (RTDS), Integrated Strategic Planning for Teacher Education and Development in South Africa (ISPTEDSA).

The discussion also revolved around South African Council for Educators' (SACE) reports on professional teacher development. The reports clearly indicated problems hampering the implementation of CPTD and highlighted gross lack of participation on the side of teachers. The main aim here was to get the knowledge in relation to how teachers are involved in professional development, and it became clear that the picture was disheartening. I also explored literature related to conceptions of continuing professional teacher development. That included definitions of CPTD and related concepts, school-based teacher professional development paradigms underpinning CPTD. In this chapter, I also examined the types of teacher professional development with specific focus on courses and workshops, educational conferences and seminars, qualifications programmes, observation visits to other schools, professional development network, individual and collaborative research and finally mentoring and peer observation. It became clear that professional self-development involves a variety of activities which might be used when developing teachers. The chapter also focused on models of teacher professional development. The intention here was to find out how one engages in self-development using various kinds of teacher professional development and models of teacher professional development.

Finally, I engaged with past literature from other scholars' and researchers' work related to professional self-development. The focus here was on: teachers' understandings and practices of professional self-development; the kinds of professional self-development initiatives teachers are engaged in and the relationship between professional development activities and professional self-development; challenges encountered by teachers during professional self-development; the support provided to empower teachers in leading their professional self-development. Overall, the literature reviewed revealed a lack of knowledge in relation to professional self-development. Literature is not clear as to how teachers could develop the urge to engage in professional self-development since this is thought to develop from within an individual teacher. There seemed to be a gap in literature regarding the implementation of CPTD and how teachers could be motivated to participate actively in this programme hence this study of exploring teachers' understandings and practices of professional self-development. The next chapter deliberates on the theoretical lens that guided this study.

CHAPTER THREE

THEORETICAL LENS UNDERPINNING THE STUDY

3.1 Introduction

In the previous chapter, I examined relevant literature that covers various dimensions of teacher professional development. The purpose of this chapter is to present and discuss the theoretical framework through which I sought to analyse teachers' understandings and practices of professional self-development. A theoretical lens guiding the study is a technique of taking a glance at the world, comprising suppositions that steer and channel the reasoning and accomplishments taken by the researcher and participants (Mertens, 2010). Forde (2010) warns us that a theoretical framework is a mechanism perceived to be under, rather than "out of the control of the researcher", and it is consequently of benefit to the quality of the study. I used that notion of a theoretical lens to outline the comprehensive framework with which I might work.

This study is informed by two theories. Firstly, I used Deci and Ryan's (1985) Self-Determination Theory (SDT) as a theoretical framework guiding this study. The justification to use this theory was to enhance in on multifarious and resonant ways in which teacher professional self-development are constructed. I sought for a broader description of self-determination theory that frames teachers' understandings and practices of professional self-development. In this chapter I also sought to discuss various mini theories that constitute SDT and finally try to link it to the focus of this study. Secondly, I used Burns' (1978) and Bass' (1985) Transformational Leadership Theory (TLT) for the benefit of school leaders in trying to assist teachers to engage in professional self-development. Here, leadership is based on sharing of vision which motivates and direct the followers. This theory is favoured because it assumes to produce results beyond expectations. The next section will focus on the first theory, the SDT.

3.2 Self-Determination Theory

Self-Determination Theory is a tactic involving individual inspiration and disposition that uses old-style experiential approaches while commissioning an organismic metatheory that centres

on the importance of humans developed innermost reserves for character improvement and behavioural self-adjusting (Ryan & Deci, 2000, p. 68). Ryan and Deci (2000) are of the view that besides enabling greater welfare and vivaciousness, SDT further reinforces a person's fundamental psychosomatic needs for autonomy, competence, and relatedness. According to Ryan (1993), autonomy refers to the occurrence of acting in consensus with one's own curiosities or morals and it is reinforced by uncontrolled, reassuring relationships. Competency (Deci, 1975) is a tendency concerning proficiency and cogitation in one's environment, and is accelerated by circumstances that allot optimum obstacles and constructive feedback. Finally, relatedness (Deci & Ryan, 1985) refers to a propensity toward connectedness or belonging with others. The understanding of the function of fundamental psychological needs might reinforce a practical framework for policy-makers and programme designers of CPTD especially professional self-development both in case conceptualisation and designing intervention strategies for teacher development.

Theories are framed to elucidate, forecast, and comprehend phenomena and, in various instances, test knowledge and prolong prevailing information, inside the confines of the acute vaulting suppositions. SDT is based on four assumptions (Ryan & Deci, 2000). Firstly, people inherently and enthusiastically familiarise themselves towards development and self-organisation. Secondly, all individuals have instinctive, intrinsic, and positive predispositions to grow an ever more elaborated and integrated sense of self. Thirdly, SDT emphasises that instinctive development predispositions should not be rumoured, and people can become controlled, fragmented, and alienated if their fundamental needs for autonomy, competence, and relatedness are subverted by defective social environments. Finally, people have a prime tendency to forge interconnections among aspects of their own selves, as well as with other individuals and groups in their social worlds. Based on these assumptions, I believe SDT will assist me in understanding teachers' professional self-development and what inspires them (if any) to engage in professional development activities.

SDT is a metatheory comprising four mini-theories, namely, Cognitive Evaluation Theory (CET) (Deci, 1975, Deci & Ryan, 1980), Organismic Integration Theory (OIT) (Deci 1975; Ryan & Connell, 1989); Causality Orientation Theory (COT) (Deci & Ryan, 1985); and Basic Psychological Needs Theory (BPNT) (Ryan & Deci, 2000). Some scholars include two more mini-theories for example, Goal Content Theory (GCT) (Kasser & Ryan, 1996; Legault, 2017), and Relationship Motivation Theory (RMT) (Deci, Guardia, Moller, Scheiner, Ryan, 2006;

Legault, 2017). The diagram in Figure 4 below represents Self-Determination Theory and its mini theories. A further elaboration of these theories will be given in Sections 3.2.1 to 3.2.6.

According to SDT, intrinsic motivation develops across time and place (Reuter, 2018; Riley, 2016; Wen-Ying & Xi, 2016). Perhaps, if teachers are intrinsically motivated, they may engage in self-development and this might influence their teaching for their own benefit and that of their learners. Legault (2017) asserts that SDT is a broad theory of human personality and motivation concerned with how the individual interacts with, and depends on, the social environment.

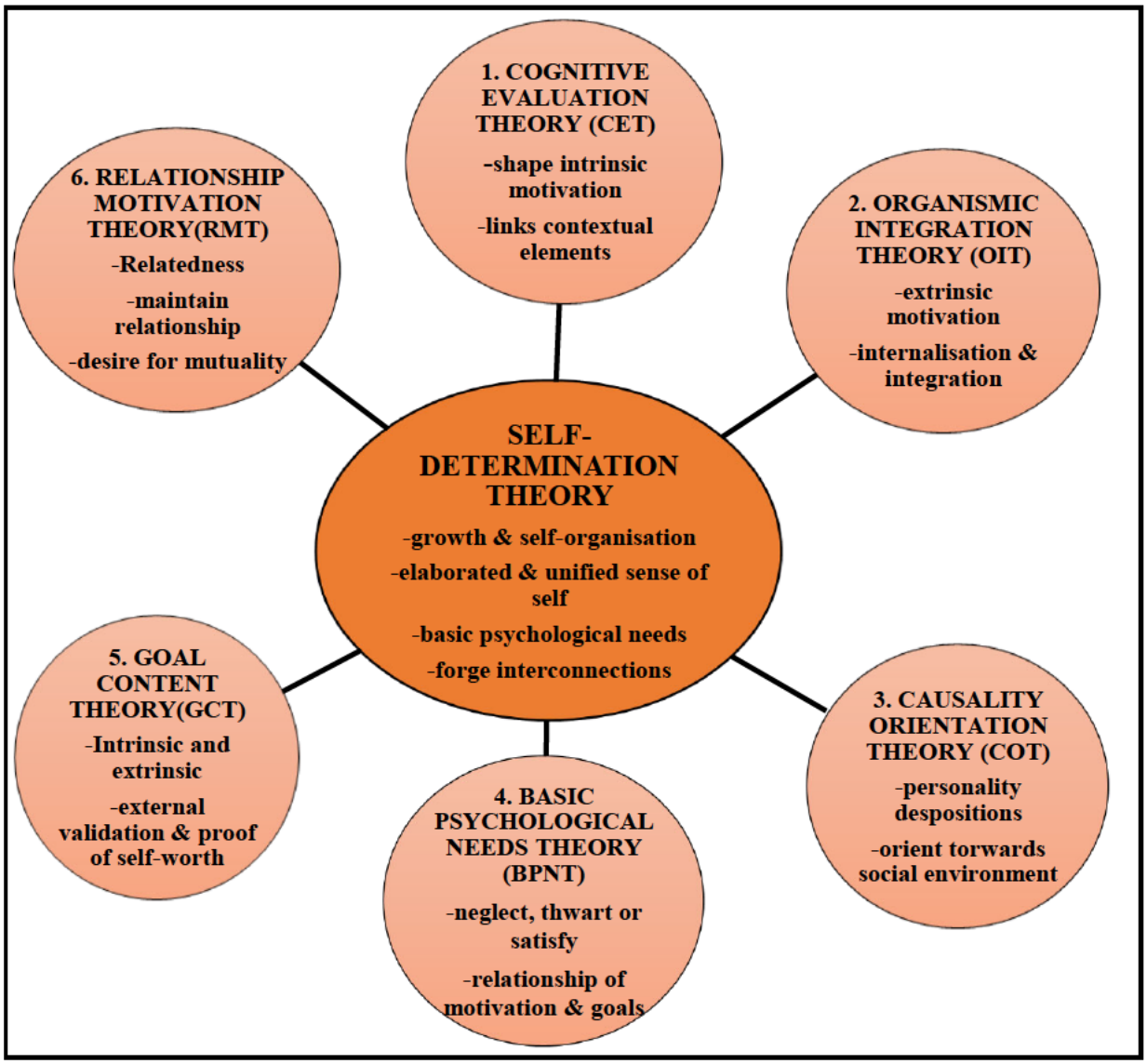

Fig 4 *Schematic Representation of Self-Determination Theory*

Drawing on Eyal and Roth's (2010) theorisation, SDT offers a distinguished explanation of motivation that begins with the distinction between amotivation (i.e. lack of motivation or intention to act) and motivation. A motivation develops from not appreciating an activity, not imagining it to produce an anticipated consequence, or not feeling capable to accomplish it (Bandura, 1986; Deci, 1975; Ryan, 2009). Motivation, in juxtaposing, upshots when the person is certain that being involved in the conduct will result in some anticipated proficiency or consequence (Eyal & Roth, 2010). Eyal and Roth (2010) further differentiate motivation into intrinsic and extrinsic motivation. Intrinsic motivation includes engaging in an activity because the activity itself is stimulating and embraces a pattern of self-sufficiency, and because the person is eager to do the activity voluntarily, out of interest. Extrinsic motivation encompasses doing an activity because it may result in some rewards, thus, activities that are monotonous may entail extrinsic consequences in order for the person to be inspired to participate. In exploring teachers' understandings and practices of professional self-development, it is important to look mainly at hidden challenges that might give a picture of why teachers are participating in a particular fashion in their professional development. SDT (Niemiec, Ryan & Deci, 2010) points out that humans are, by nature, energetic beings who are focused towards emerging and improving their competences by interrelating with the physical and social environment; looking out opportunities for option, understanding, and relational correlation; and assimilating their continuing experience. Perhaps it is important to look at individual theories that inform SDT.

3.2.1 The Cognitive Evaluation Theory (CET)

Cognitive Evaluation Theory, which is a component of SDT strives to explain how both internal and external occurrences influence people's innate motivation (Legault, 2017). Ryan and Deci (2000) suggest that when intrinsically motivated, people engage in activities freely, being sustained by the experience of interest and enjoyment. They further assert that intrinsic motivation is non-instrumentally concentrated; instead starting within the person from gratifications innate in action, whereas extrinsic motivation is focused towards and reliant on conditional outcomes that are separable from the action *per se*. Cognitive Evaluation Theory suggests that for teachers to be involved meaningfully in their professional self-development, the motivation should develop from within an individual teacher.

Deci and Ryan (2002) agree that innately inspired actions constantly involve an intramural discerned position of causality, and that intrinsic motivation tends to be undermined when factors conduce toward an external perceived locus of causality. According to the CET (Legault, 2017), intrinsic motivation can be improved or destabilised, reliant on the extent to which outside events (e.g. rewards, punishers), relational contexts (e.g. criticism or praise from a relationship partner), and inner tendencies (e.g. one's own trait-level tendency to feel task-engaged) after the person's introspection of *autonomy, competence* and *relatedness*. This seems to suggest that external factors may have an influence on intrinsic motivation. When people are properly motivated by the external environment, this might allow them to be motivated from within themselves. This might mean that the way to intrinsic motivation goes via external motivation. Relatedness refers to the person's need to bond closely with others in order to succeed and develop (Legault, 2017).

Legault (2017) is of the view that when autonomy is abandoned or dissatisfied by the use of regulatory events (e.g. bribes, demands, pressuring language) or when perceived competence is weakened (e.g. through negative or uninformative feedback), then intrinsic motivation deteriorates. Deci and Ryan (2002) point out that if a person participates freely without expecting any rewards and also enjoyed the activity, the individual would clearly be innately motivated. This might mean that a person's autonomy to participate in activities might be influenced by whether the activity is interesting and provides enjoyment. One wonders whether CPTD does provide such autonomy, interest and enjoyment to teachers. Research done on CET by Deci (1971) discovered that, by demeaning expected autonomy, outside motivators such as money worked to impede innate motivation. Plant and Ryan (1985) further identified other exterior proceedings regarded to be regulating, such as time limits and surveillance also diminishes innate motivation. Interpersonal contexts might influence intrinsic motivation, depending on whether they are perceived to be informational or controlling. Although investigators view innate motivation as an integral quality, the preservation and improvement of such motivation is reliant on social and environmental circumstances surrounding the individual (Ryan & Deci, 2000). It is important that these key terms receive much attention when designing programmes for teachers like CPTD since overlooking them might have a negative effect on an individual teacher. Another mini-theory of SDT is the Organismic Integration Theory.

3.2.2 The Organismic Integration Theory (OIT)

Cognitive Evaluation Theory (Deci & Ryan, 2002) focuses on the properties of social-contextual variables on intrinsically motivated behaviours meaning that it applies primarily to activities that people regard as interesting, ideally thought-provoking, or aesthetically attractive. People normally participate in activities that they find interesting since they might automatically stimulate innate motivation. It is for this reason that Organismic Integration Theory (OIT) comes in. According to Deci and Ryan (2002), Organismic Integration Theory is based on the supposition that people are instinctively motivated to incorporate their ongoing experiences, supposing they have the essential sustenance to do so. Legault (2017) points out that, whereas CET talks about the manner in which interior and ecological forces inspire intrinsic motivation, OIT focuses on the process by which individuals obtain the motivation to carry out behaviours that are not innately interesting or enjoyable. Ryan and Deci (2002) view the phenomenon of incorporation as a natural process in which people work to actively change peripheral adaptations into self-regulation, becoming more unified as they do so. Teachers might tend to take in the external regulation and integrate it with their sense of self thereby becoming autonomous when enacting this extrinsically motivated behaviour. This might translate that when teachers internalise the professional development activities provided by CPTD, they might actively engage in their professional self-development. The next mini theory of SDT to be unpacked is the Causality Orientation Theory.

3.2.3 Causality Orientation Theory (COT)

While CET is involved principally with the consequences of specific social context on motivation, behaviour, and experience, OIT is concerned more with the diversity of extrinsic motivation in consensus with internalisation and social contexts; COT is envisioned to give directory to features of temperament that are broadly integral to regulation of behaviour and experience (Ryan & Deci, 2002). Legault (2017) asserts that while CET and OIT are commonly known to focus on how the communal context stimulates the individual's intrinsic motivation by affecting autonomy, competence, and relatedness, the COT is more involved with the inner resources of the individual. For Ryan (2009) COT designates individual differences on how people familiarise themselves with various features of the environment in regulating behaviour. Causality Orientation Theory specifies three orientations that differ in the degree to which they represent self-determination namely the *autonomous, controlled,* and *impersonal causality*

orientations and people are supposed to have each of these orientations, to some degree (Ryan & Deci, 2002).

Autonomy orientation involves regulating conduct on the basis of welfares and self-validated values; it serves to manifest a person's general predispositions toward inherent motivation and well incorporated extrinsic motivation (Ryan & Deci, 2002). Autonomy orientation is related positively with self-worth and self-actualisation, as well as more regular welfare, gratification of rudimentary psychological needs, sovereign engagement in daily activities, and positive daily social interactions. Ryan (2009) asserts that when autonomy-oriented, a person mainly focuses on things that are of interest and acts with conformity. The *controlled orientation* comprises positioning toward regulations and commands regarding how one should behave; it relates to external and internalised regulations (Ryan & Deci, 2002). Deci and Ryan (1985a) stress that having a controlled orientation is connected with self-awareness and proneness to feeling externally appraised and coerced, as well as greater interpersonal defensiveness. The *impersonal orientation* (Ryan & Deci, 2002) includes concentrating on pointers of inadequacy and not acting purposefully; it relates to amotivation and lack of intentional action. Another important mini theory of SDT is the Basic Psychological Needs Theory which is discussed next.

3.2.4 Basic Psychological Needs Theory (BPNT)

Ryan and Deci (2000) came up with a thrifty list of three basic psychological needs as a means for organising and understanding an extensive collection of experiential results that seemed not to be willingly and adequately understandable without the concept of needs. Before embarking on the three basic psychological needs, it is important to define the concept 'basic need'. The definition of basic need dates back to Hull (1943) that looked at it whether it be a physiological need or psychological need, is an invigorating state that, if satisfied, contributes toward health and welfare but, if not fulfilled, adds to weakening and pessimistic health. Reber (1985) defines a basic need as something or some state of affairs which, if existing, would advance the happiness of an individual. In the recent research, Ryan and Deci (2002) assert that basic needs are universal cravings that represent innate requirements of the individual rather than acquired motives.

The Basic Psychological Needs Theory (Rayan & Deci, 2002) involves explanation on the notion of fundamental needs and its relative to life goals and daily behaviours, stipulating the vital role of needs to psychological health and well-being. This mini theory of SDT postulates that each need utilises autonomous forces on wellness, and moreover, that the impact of any behaviour or event on well-being is mainly a function of its relationship with need satisfaction. Various researchers distinguish basic psychological needs as *autonomy, competence and relatedness* (Deci & Ryan, 2008; La Guardia & Patrick, 2008; Legault, 2017; Reuter, 2018; Ryan & Deci, 2000, 2002).

The first basic need, namely, *autonomy* (La Guardia & Patrick, 2008) literally means "self-rule" and refers to self-initiation, volition, and willing endorsement of one's behaviour. According to Niemiec et al. (2010), the necessity for autonomy concerns to the experience that behaviour is possessed, enacted choice fully, and studiously self-recognised. People are said to be autonomous when they see their behaviour to develop from the within the individual and behave in a manner that is consistent with their predominant interests, values and beliefs. Autonomy refers to how individuals endorse their actions and is based mainly to a quality of self-involvement in momentary behaviour (Deci & Ryan, 1985). The concept supports and involves one person (often an authority figure), connecting to target individuals by taking their viewpoint, being receptive to their judgements, interrogations, and creativeness (Deci & Ryan, 2002). According Wen-Ying and Xi (2016), this seems to translate that the more support people experience, the more autonomous they are. Based on SDT, the sovereign-supportive context inclines to preserve or augment intrinsic motivation.

According to Deci and Ryan (1985), competence encompasses a feeling of efficiency when a person interrelates with the social environment encountering opportunity to exercise and express one's capability. The need for competence will lead people to pursue confrontations that are ideal for their proficiency, and to improve that competency through activities. Wen-Ying and Xi (2016) point out that the extra capable people regard themselves to be at a precise task, the more innately motivated they are in following their set objectives, and a better sense of welfare will be achieved. A sense of competence and the capability to take on optimum confrontations as all promoting the improvement of intrinsic motivation. At this stage people need to be highly motivated so that they can eagerly participate in professional self-development. Negative comments might result in individuals developing a negative attitude towards their professional development.

Finally, researchers (Deci & Ryan, 1985; Deci & Ryan, 2002) emphasise that *relatedness* describes outlooks of connectedness to others with a sense of being appreciated about and cherished, and having a sense of fitting with individuals and with one's community. The need for relatedness refers to the experience of intimate, profound relations with significant others and its experiences are linked with an eagerness to reliance and count on others or, in the case of dependents, to care for them (Niemiec et al., 2010). Lack of relatedness connection may result in isolation and disconnection. Much on relatedness was discussed in Section 3.2.1 above.

3.2.5 Goal Content Theory (GCT)

Research by Kasser and Ryan (1996) revealed that avariciousness and other extrinsic goals such as reputation or persona do not incline to improve need satisfaction, and thus, do not foster well-being, even when one is positive at attaining them. It was for this reason that Goal Content Theory (GCT) was developed. The GCT correlates to goal contents, also referred to as *aspirations* or *values*, to welfare (Legault, 2017). Innate ambitions include close connections, personal development, and community influences are conducive to need satisfaction, and therefore facilitate health and wellness (Legault, 2017; Ryan, 2009). Evidence by Vansteennkiste, Lens and Deci (2006) suggests that goals framed toward intrinsic aims are better adhered to than those focused on extrinsic outcomes. The Goal Content Theory involves external ambitions that depend on approval from others and the goal is pursued if it is validated by others. It stresses the focus on material things such as money, being famous and good standing in the community. This simply means that continuing professional self-development may require to put in cognisance such as internal and external factors that influence the participation of teachers in professional self-development.

Values are significant since they operate to organise predilections, conclusions, and activities that are applicable to those values/aspirations. Kasser and Ryan (1996) conclude that because innate values/aspirations are more related to the need fulfilment than extrinsic values/aspirations, it may not be astounding that they are more likely to be associated with welfare. An example put forward here is that it has been discovered that people who follow innate goals experience greater respective fulfilment, more productivity, less nervousness,

fewer egotism, and fewer physical signs compared to those who pursue activities associated monetary success.

3.2.6 Relationship Motivation Theory (RTM)

The RTM is focused mainly on unfolding the dynamics between partners in close relationship, while noting that the basic psychological need for understanding drives the primary aspiration to seek out and maintain close and significant relationships, fulfilment of the needs for relatedness alone is not adequate; eventually, prime close relationships are the ones in which each companion encourages the autonomy, competence, and relatedness needs for others (Legault, 2017). On analysing the RTM, as viewed by Legault (2017) one observes four key issues that are fundamental to this theory, and these are human beings naturally have the essential need to feel cared for and aim to develop relations with people who take their needs into consideration. Optimum gratification of kinship requires also that autonomy and competence be satisfied in the background of the affiliation; and Human beings desire for mutuality in close relationships.

In the RTM, especially in education backdrops, it is vital to point out that there are other people like parents, teachers, coaches, managers who may favour or weaken the individual's psychological needs therefore, close relationship with others becomes very important. This might simply mean that for teachers to participate actively in their professional self-development, a situation that encourages close relationship between people which is characterised by cordiality and correlation. The next section focuses on Transformational Leadership Theory. Self-Determination Theory is an empirically based theory of human motivation, development, and wellness which mainly focuses on types, rather than just amount, of motivation, paying particular attention to autonomous, controlled motivation, and amotivation, as predictors of performance, relational and well-being (Deci & Ryan, 2008; Deci, Olafsen & Ryan, 2017; Jeno & Diseth, 2014; Martela, 2020; Ryan & Deci, 2000; Wen-ying & Xi, 2016). Since teachers fall under the leadership, management, development and monitoring by the school Principals, Self-Determination Theory does not clearly specify how these school leaders may develop teachers. It is for this reason that Transformational Leadership Theory is used together with Self-Determination Theory to include the school management team in the development of teachers. Reza (2019) asserts that Transformational leaders work to enhance the motivation and commitment of followers by directing their behaviour toward a shared vision. Abazeed (2018) points out that Transformational leadership is seen as the leadership

that helps raise the level of achievement and self-development, while promoting the development of groups and organisations. This may raise a higher level of awareness of the key issues while increasing the self-confidence of the teachers themselves, thus changing their goals from their care and interest to survival to higher achievement, progress and self-development. For these reasons, Transformational Leadership Theory was used together with Self-Determination Theory.

3.3 Transformational Leadership Theory

Burns (1978) who is regarded as the father of Transformational Leadership Theory (TLT) describes it as taking place where mentors and mentees involved or cooperate with each other with the purpose of improving the novice persons in such a way that he achieves above average encouragement and honesty. I believe this theory might assist in bringing some direction in terms of insights about how leaders especially the SMT might assist teachers in their professional self-development. Feena (2010) asserts that the Transformational Leadership Theory explains a way of attracting commitment from the parties involved and directs their dynamism towards achieving the aims and objectives of the institution. Based on Von Loggerenberg (2002), Coleman (2005), Transformational Leadership Theory is based on the four I's principles that motivate participants to triumph above anticipations.

- *Idealised Influence* (II). In the stimuli, followers see leaders as individuals who exhibit attributes that inspire them henceforth, they do replica and imitate them. I believe this requires that the members of the SMT as leaders of the school create a situation that will allow all participants to feel free to participate in professional self-development. Von Loggerenberg (2002) recommends that knowing the stages of concern for individuals might assist the SMT members to devise strategies of how to influence their subordinates. I think it might be very important for the SMT to understand the processes of professional self-development so that they may motivate teachers properly. If the SMT is actively engaged in professional self-development that might in turn influence their subordinates to follow suite.

- *Inspirational Motivation* (IM). Leaders engage subordinates in visualising a better career path or forethought an atmosphere where they will function properly where there are inspiring tasks and unblemished systems on how to accomplish the set objectives.

Inspirational motivation might involve the SMT motivating and invigorating the whole team of educators, learners and school community concerning achieving the aims of the professional self-development plan and how this is associated to school objectives. Although professional self-development is regarded as something that might develop from within the individual, however, it becomes very important that the school especially the SMT, develop professional development activities that might motivate teachers to engage effectively in professional self-development.

- *Intellectual Stimulation* (IS). Front runners provide subordinates with chances to demonstrate imaginative competencies and originality. Von Loggerenberg (2002) emphasises that the purpose of Intellectual Stimulation is to guarantee that the essential comprehension and intelligence is understood and included into developmental plans of the school such as professional self-development. This might necessitate the SMT to have profounder comprehension of CPTD policies and how to apply them in teacher development.

- *Individualised Consideration* (IC). Leaders discuss with individual subordinates and attend to their complications so that they can be helped and inspired to improve through individualised basis. This might necessitate the members of the SMT as leaders of various departments within the school to be engaged on one-on-one interpersonal relationship in order to know their teachers and their challenges. Although teamwork is encouraged but I think it is very important that the leadership of the school also focus on individuals since the school consists of various individuals with different needs.

Coleman (2005) accentuates that there is immense significance located on improvement concerning accomplishing knowledge in a setting that is benevolent, concentration is given to individuals, and cooperative communication is stimulated. Transformational Leadership Theory is essential in exploring teachers' understandings and practices of professional self-development.

3.4 Conclusion

This chapter explored Self-determination Theory and Transformational Leadership Theory as guiding theoretical lenses through which this study was undertaken. Through SDT, I was able to explore teachers' understandings and practices of professional self-development within the

context of Continuing Professional Teacher Development. First, I elaborated more on Self-Determination Theory and showed its myriad practical applications (Ryan, 2009) for domain such as education and how this could be used in understanding teachers' professional self-development.

Self-determination theory and the six mini theories were discussed and their contributions to the understanding of teacher professional self-development became eminent. The SDT outlines a very distinct, comprehensive, lively, and demonstrable suggestions that apply to desires and inspirations across life spheres, including classrooms, organisations, families, teams, clinics, and cultures (Legault & Inzlicht, 2013; Legault, 2017). Self-determination theory is therefore, both extensive and precise, as it provides meticulous explanations of how social and cultural forces influence personality development and large-scale inspirational orientation, as well as behavioural responses within particular domains and tasks. I indicated that the procedure of teacher professional self-development involves a broader activity that might require various ways and various situations to be implemented. This chapter also emphasised the significance of the self in the process of teacher professional self-development. I indicated that in motivational terms, the self includes intrinsic and extrinsic motivation and how important intrinsic motivation is and it is dependent on extrinsic motivation.

The focus of this chapter was also on Transformational Leadership Theory which states that a human being comes into contact with others and is also able to construct a strong relationship that results in a high percentage of trust that will later result in increased inspiration, both innate and extrinsic in leaders and followers. Here, the school leaders might influence teachers to participate in professional self-development by being inspirational and create conditions where that might provide a sense of belonging for teachers as they can easily identify with the leaders and their purpose. According to Thurlow, Bush and Coleman (2003), the leader who practices transformational leadership is not dependent on his or her personal charisma, but endeavours to enable staff and distribute leadership functions. In the following chapter, I discuss the research design and methodology for the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In the previous chapter, I focused on the theoretical framework of the study. This chapter describes and explain the research design and methodology I adopted. This chapter begins with broad outline of research paradigm and research design. Interpretive paradigm and qualitative research design informed this study. Thereafter, I discuss a case study as a research methodology for this study and specifically exploring teachers' understandings and practices of professional self-development. I then explain how the participants were identified. This is followed by a discussion of data generation methods I nominated, which includes interviews, and document analysis. Thereafter, data analysis processes adopted are explained followed by the discussion of issues of trustworthiness, ethical issues and limitations of the study.

4.2 Research paradigm

The term paradigm is derived from the Greek meaning pattern, and has been broadly defined by academics (Kivunja & Kuyini, 2017). A paradigm is a way of looking at or researching phenomena, a world view, a view of what counts as accepted or correct scientific knowledge or way of working, an 'accepted model of pattern', a shared belief system or set of principles, the identity of a research community, a way of pursuing knowledge, consensus on what problems are to be investigated and how to investigate them, typical solutions to problems, and an understanding that is more acceptable (Cohen et al. 2011, p. 5). Some researchers interested in finding the truth use some of the major paradigms like positivism, post-positivism and interpretivist. The latter informs this study and will be broadly discussed. The researchers who perceive knowledge as absolute and separate from the researcher are likely to adopt an objective or positive paradigm as discussed below.

4.2.1 Positivism

Positivism turns to observation and reason as a means of understanding behaviour; explanation proceeds by way of scientific description (Cohen et al. 2011). Positivism provides assurance

of unambiguous and accurate knowledge of the world (Al-Ababneh, 2020). Positivism is interested in the development of a comprehensive social that apply the scientific method to the study of society and human beings for their benefit. Positivism argues for a real reality that operates in an imperfect way and that can be understood only in a probabilistic manner (Guba & Lincoln, 1994). Positivistic thinkers and researchers adopt scientific methods as means of knowledge generation; hence, positivism is understood within the framework of the principles and assumptions of natural science (Dash, 2005) Although the positivist paradigm continued to influence educational research for a long time, it was criticised due to its lack of regard for the subjective state of individuals and regards human behaviour as passive, controlled and determined by external environment (Mashologu, 2014). Since my study is not based on scientific methods, positivism could not be my paradigm of choice.

4.2.2 Post-Positivism

Post-positivism argues for the continuing existence of an objective reality, but adopts a pluralist view of multiple, coexisting realities rather than a single reality (Cohen at al. 2011). Post-positivism has an affinity with the phenomenological, interpretive approaches to research, arguing for the centrality of the subject and multiple interpretations of the phenomenon made by the researcher and other parties involved in the research. Post-positivists consider the aim of their inquiries to be prediction and control, yet in the area of epistemology, they use a modified version of dualism/objectivism (Ciesielska & Jamielniak, 2018). They find, above all, that it is impossible to completely eliminate the influence of the researcher on the phenomenon under study, but one should aim to reduce it as much as possible. However, this paradigm will not be used in this study but Interpretivism was deemed appropriate to this study.

4.2.3 Interpretivism

The interpretive paradigm is characterised by a concern for individual and the central endeavour is to understand the subjective world of human experience (Cohen et al., 2011). This study reported in this thesis explored teachers' understandings and practices of professional self-development among selected teachers. This study was located within the interpretive paradigm. Cohen, Manion and Morrison (2011) and Kivunja (2017) note that interpretive research paradigm makes efforts to gain access into the thinking of the subjects being studied, and to comprehend and construct what the subject is thinking or the meaning s/he is attaching

to the environment or action. The emphasis is placed on the person's understanding and elucidation of the world around them. I used interpretive paradigm because I have an interest in people and how they understand the world they live in. According to Cohen, Manion and Morison (2011), an interpretive researcher commences with a single entity and seeks to understand the individuals' description of the world around them. Thomas (2011) suggests that interpretivist do not believe that there is an impartial social world, but that the social world emanates from the conditions in which people find themselves. The basic assumption here is that the understanding of the social world is highly contingent on how each individual looks at it, and what kind of meanings that particular individual assigns to it. Each research paradigm is based on a number of assumptions that in inform such paradigm. Creswell (2007) identifies five philosophical assumptions that researchers foreground in their studies, and these are: ontological, epistemological, methodological, axiological and rhetorical. The interpretive paradigm used in this study is informed by the first four assumptions which will be discussed below.

Ontological orientation of interpretive paradigm

Amakiri and Juliet (2018) point out that the quest to creating and building knowledge though the scientific knowledge creation level (research), cannot be successful without the rudiments of the basic stance of knowledge building which are ontology and epistemology. Ontology seeks to provide a definitive and exhaustive classification of entities in all spheres of being and is concerned with the nature of what exists in the real world (Smith, 2003). Ontology directs the researcher to ask questions such as: "What is the truth"? "How do we know something is real"? The interpretivist researcher seeks to interpret and understand social reality through multiple truths (Cohen et al., 2018). A sizeable number of participants was involved in this research. The ontological interpretations of the participants about their contextual experiences may somehow vary. This became clear when I engaged with the generated data which revealed that participants had different perspectives regarding their understanding and practices of professional self-development. Meanwhile, the epistemological quest is to understand participants through enabling them to share their stories and hear their voices, thus revealing their ontological perspectives (Dladla, 2020).

Epistemological orientation of interpretive paradigm

Epistemology is concerned with the ways of researching and enquiring into the nature of reality and the nature of things. Epistemology involves how we come to know multiple realities that are again influenced by communities of practice who define what counts as acceptable ways of knowing, and affecting the relationships between the researcher and the communities who are being researched, such that partnerships are formed that are based on equality of power and esteem (Cohen et al., 2011). The researcher conducts research with the intention to solicit factual information from participants and uses a variety of ways to get data and this might require good relationship between the researcher and participants. DeCino and Waalkes (2018) warn us that without aligning epistemology throughout their qualitative research designs, researchers may harm the credibility of their findings and complicate their relationship with participants. Integrating well-defined research protocols, in-depth member checking interviews, and interpretive hermeneutics can lead to much deeper discussion on key themes that held significance for participants (Doyle, 2007). Data was generated from post level 1 educators. They shared their experiences and perceptions as they made meaning of their context. As a researcher I made all the logistical arrangements required for conducting research in various sites where my participants were located.

Methodological orientation of interpretive paradigm

This study used interpretivist view which holds to the assumption that individuals seek understanding of the world in which they live and work. Methodology is treated here as a set of certain choices concerning the way in which a given phenomenon can be studied. Silverman (2005) points out that methodologies may be defined broadly and schematically (e.g. methodologies of qualitative and quantitative research) or narrowly and precisely (e.g. the methodology of grounded theory, case analysis, ethnography). Methodology refers to the choices we make about cases to study, methods of data gathering, forms of data analysis, and so on, in planning and executing a research study. Human beings develop individual subjective meanings of their experiences and their meanings in relation to certain objects or things. Interpretive paradigm recognises that truth is subjective because the researcher is part of the world under review and its organisations and institutions are viewed as a constructed social reality (Cohen et al., 2009). That is, reality is constructed by people who live in their different social worlds. The role of social science is to discover how different people interpret the world

in which they live, whether they act singly or in groups. Ngozwana (2018) suggests that interpretive paradigm uses methods of understanding by interpreting the subjective meanings which individuals place upon their actions. Accordingly, the data generation methods used in this study include face-to-face semi-structured interviews. Given the understanding that this study explored teachers' understandings and practices of professional self-development.

In this study attempts were made to understand what teachers understand as professional self-development as well as what they do when they practice professional self-development. As the researcher I did not seek to guess, oversimplify and form findings that were universal in a closely controlled research environment (Rule & John, 2011), which characterises quantitative approaches. In this study attempts were made to understand what leadership development school principals desired. This reverberates well with a qualitative research approach.

Axiological orientation of interpretive paradigm

Axiology refers to the values and beliefs that we hold. Cohen et al. (2011) suggest that this view moves the researcher beyond regarding research methods as simply a technical exercise and as concerned with understanding the world; this is informed by how we view our world(s), what we take understanding to be and what we see as the purpose of understanding, and what is deemed valuable. Kivunja (2017) points out what axiology actually entails. It involves defining, evaluating and understanding concepts of right and wrong behaviour relating to the research. It considers what value we shall attribute to the different aspects of our research, the participants, the data and the audience to which we shall report the results of our research. Put simply, it addresses the question: What is the nature of ethics or ethical behaviour?

In answering the questions posed in the paragraph above, it is important to consider your regard for human values of everyone that will be involved with or participate in your research project. What ought to be done to respect all participants' rights? What are the moral issues and characteristics that need to be considered? How shall I secure the goodwill of participants? How shall I conduct the research in a socially just, respectful and peaceful manner? How shall I avoid or minimise risk or harm, whether it be physical, psychological, legal, social, economic or other? (Kivunja, 2017, p. 28). In qualitative research, researchers admit to value-laden nature of the study and actively report their values and biases as well as the value-laden nature of information gathered from the field. Based on the views of the above scholars, I used the

interpretive paradigm to explore teachers' understandings and practices of professional self-development. I believe that to understand teachers' practices of self-development, one has to take cognisance of how they construct their meaning of self-development. In this research, each research participant was interviewed in his or her own social setting that constituted the basis of professional self-development.

4.3 Research design

In this study, I used a case study in examining teachers' understandings and practices of professional self-development. Numerous authors provide more definitions of a case study but for the purpose of this study, the appropriate definition is one given by Yin (2003) who looks at case study as an experiential enquiry that explores contemporary phenomenon in its actual natural life environment when the restrictions between phenomenon and the context are not obviously apparent, and in which various sources of evidence are used. Thomas (2011) describes a case study as the analysis of the physiognomies and difficulties of a particular case, and getting to understand its reality within important conditions.

To look at something as a case means that it is, not only an isolated incidence, but that it also forms part of a greater community of events, and therefore, is a case of something (Rule & John, 2011). According to Cohen, Manion and Morrison (2011), a case study is the investigation of incidences that are taking place, which shows that one specific activity is part of the whole, for example; a family, an institution or part of the community. In the context of this study, there is just one case; teachers' understandings and practices of professional self-development amongst thirteen teachers in five secondary schools. This conception of a case study is backed by Cohen, Manion and Morrison (2018), Rule and John (2011) and Thomas (2011), who uphold that the case may be a solo individual, numerous individuals separately or in a group, a programme, an occasion, a faction, a class, an organisation, a community or activities. Kumar (2011) notes that research design is a blueprint, construction and approach of exploration so conceived as to achieve answers to research questions or problems. Using a case study allowed me to get a detailed comprehension of the teachers' understandings and practices of professional self-development.

4.4 Research methodology

In this study, I adopted a qualitative research methodology which utilised various methods in generating data. Struwig and Stead (2001) warn that the term qualitative research does not describe a single research method. These scholars go on to argue that the definition of methodology is a bit complicated but there are some distinguishing qualities that separates it from quantitative research methodologies. However, it can be noted that other scholars seem to provide similar conceptions of qualitative research. Mouton (2001) suggests that design fundamentals in qualitative research are often developed as the study progresses, and may not be predetermined like in quantitative research. A qualitative design has the likelihood to accompaniment and redevelop our prevailing understanding of professional self-development. Golafshani (2003) suggests that qualitative research, means any kind of research where conclusions are reached through personal rendezvous with the participants. This might mean that the people being interviewed are not controlled into producing unyielding responses, but respond according to their own perceptions. For Ritchie and Lewis (2003), qualitative research is an approach that allows the participant to be interviewed in his or her own environment, and involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study human behaviour in their natural settings, and attempt to make sense of, or to interpret things in terms of, the meanings people bring to them. Therefore, this study relied on the participating teachers' views and experiences, to explore teachers' understandings and practices of professional self-development within Continuing Professional Teacher Development programme.

Terre Blanche, Durrheim and Painter (2006) indicate that a qualitative researcher is interested in getting first-hand information regarding the emotions, practices, interactive settings or occurrences as they take place in the real world. Having touched on the above scholars, it is therefore evident that by research methodology, I am not referring to just methods; rather, I am referring to a bigger issue which is about the reasoning behind the choice of the methods or techniques that I am using to generate data. Again, these scholars share similar views about the difference between methods and methodology. Similarly, the term methodology is used in this study to capture the views that are expressed by Gough (2000), and Crotty (1998). This study involved interviewing participants and examining records of teachers relating to their professional self-development. Qualitative research allowed me to get the in-depth

understanding of the SMT in mentoring educators. This study focused on five secondary schools in one district in KwaZulu-Natal, in order to get information on what participants think regarding their understandings and practices of their professional self-development, and to understand the complexity (if any), of the context within which they operated. Having touched on the above scholars, it is therefore evident that research methodology does not just refer to methods, rather, it refers to a broader issue encompassing the cognitive behind the selection of the approaches or practices that are used to generate data (Kubheka, 2016). This study involved interrogating participants and exploratory of records of the teachers in regard to their professional self-development.

4.5 Sampling and sampling method

In this study, I used snowball sampling where I only focused on teachers who might provide information necessary to answer my research questions. Rule and John (2011) suggest that in snowball sampling, the researcher pays attention to a sample that has the capability to produce data which allows for a full, in-depth and trustworthy explanation of the case. Cohen, Manion and Morrison (2011) explain that in snowball sampling, researchers pick out a group of individuals who have the physiognomies in which they are interested to interview. These people are then utilised as information providers to pinpoint, or put the researchers into contact with others who meet the requirements for inclusion and these, in turn, pinpoint yet others – hence, the term snowball sampling. According to Noy (2008), snowball sampling is essentially social as it often based on sturdy interpersonal relationship, acknowledged acquaintances and associates; it requires social understanding and an equalisation of power relations. In this respect it creates an environment which reduces tension, even softens, asymmetrical power relations between the researcher and participants, as it is based on friendship, peer group membership and personal contacts where information is easily shared among colleagues. My sample consisted of thirteen (13) teachers. It is important to point out here that the number of schools selected were originally six (6) secondary schools because teachers of secondary schools were already engaged in CPTD activities as a way of their professional development. My intention was to get three secondary schools in rural areas and three secondary schools in township to find out the participation of teachers in professional development through CPTD. Two (2) high schools withdraw for various reasons. The study also initially aimed at including more teachers. From the four remaining secondary schools I then requested the principals to

assist me with teachers who were involved in CPTD. From these teachers I then requested them to inform me if other colleagues are already engaged in CPTD and that is how through snowballing I was able to reach other teachers to participate in the study. To get these teachers I followed the necessary procedures of seeking permission from relevant bodies. I then went to schools and spoke to principals who then gave me a relevant person to organise participants for me. These teachers might in turn inform me about other teachers that are engaged in developing themselves. If a larger number is interested, I was going to interview all of them. Thomas (2011) suggests that the bigger the sample, the better the chance of representing it accurately. However, due to the qualitative design of this study, no representativity was sought.

Gaining access to the sample is very important. Cohen et al. (2011) suggest that the gaining of official permission to undertake one's research in the target community is a process which provides the excellent chances for researchers to give their credentials as solemn investigators and develop their own principled position with regard to their research. Therefore, I wrote a formal letter requesting permission from the Department of Basic Education as well as letters to the principals of schools involved and officially requested permission. In the context of this study, teachers, by virtue of being involved in professional self-development through IQMS and CPTD, might be considered as well-informed people with appropriate information and dexterities that would provide data on their understandings and practices of professional self-development.

4.6 Data generation methods

The study used two methods of producing data, namely; semi-structured interviews and documents review. Each of the methods is deliberated in the subsequent section.

4.6.1 Semi-structured interviews

Before describing semi-structured interviews (SSI), I present an outline of the concept interviews. Bertram (2010) describes an interview as a conversation between the researcher and the participant. It is an intentional conversation that is based on a number of questions, which strive to deliver solutions about the subject in question. As Rule and John (2011) point out, interviews typically mean one-on-one discussion between the researcher and research participants; a sort of channelled discussion. A period of time was spent with teachers of the

selected schools to get first-hand information regarding teachers' understandings and practices of professional self-development.

In this study I made use of semi-structured interviews. A semi-structured interview involves a number of pre-planned questions while permitting more room for participants to add or express their sentiments as the interview progresses (Pillay, 2012). The interviews with thirteen (13) educators used semi-structured open-ended questions. Qualitative Document Analysis (QDA) is a research method for rigorously and systematically analysing the contents of written documents (Wach, 2013). There are some advantages in selecting semi-structured interviews. Semi-structured questions guarantee that precisely the same area is covered with each respondent. Pillay (2012) suggests that cautious recording and processing of interview accounts can enhance and encourage participant endorsement. For these reasons, all interviews were audio recorded using a digital voice recorder. Alamri (2019) and Ruslin, Mashuri, Rasak, Alhabsyi and Syam (2022) are of the same view that the SSI format allows for flexibility where the researcher can adjust and change direction of the questions and that may lead to exploration of interviewee's thoughts, feelings, and opinions. The interviewer can follow up on the thoughts, feelings, and ideas behind the responses in a way that other methods do not allow. Kakilla (2021) adds that a researcher can further follow up most of the times, all verbal and non-verbal responses, such as hunches, laughter and silence, to reveal hidden information that may turn out to be helpful in the final data analysis of different themes. Pillay (2012) also alerts us to some shortcomings of audio recordings like inability to capture body language of the participants and potential to frighten some participants, and thus deteriorate the integrity of the communications between the interviewer and the participants. Field notes were also taken about some fundamentals of the interactions that could not be captured by voice recorder such as gestures by the participants.

As part of field notes, interview summaries were done at the end of the conversations with each participant. Dawson (2009) points out that it is beneficial to generate an interview in a summary form, which you complete immediately after each interview has taken place. Such summaries involve overall feelings about a number of logistical issues related to interviews. Participants were given assurance that only my supervisors would have access to the data, and in a way that would not disclose their identities. I also endeavoured to follow some of the 'quality criteria' for an 'ideal' interview as suggested by Cohen, et al. (2011, p. 424). Shorter questions were asked to prompt longer responses from the participants, and questions were interpreted

throughout the interview. However, there are some disadvantages to semi-structured interviews as pointed by various scholars. Alamri (2019) raises the concerns which include the fact that conducting interviews is time-consuming, primarily if they are recorded and then fully transcribed. More time is needed to address issues of arranging interview schedule, generate and record the data transcribe code, and analyse data. Kakilla (2021) points out that the SSI is not feasible when they are not conducted face-to-face or written interviews. There might be limited probing due to language barriers and the manner in which the interview is affected by the use of technology since obtaining data in their natural setting would be largely risked. To address such concerns, the daily operation of the school was not interrupted because, before continuing with interviews, I deliberated with the participants as to when they were going to be available. Participants then gave their preferences as to when they would be available for the interviews. Participants were informed that they were at liberty to excuse themselves from the study at any time.

4.6.2 The document review

Document review is one of the methods used in this research because it helped the researcher to develop a deeper understanding of teachers' understandings and practices of professional self-development (Evangelinou-Yiannakis, 2017). Documents review comprises the study or profound scrutiny of existing management documents, either to understand the legitimacy of what they covered or to explicate inherent meanings which may explain how things are done (Ritchie & Lewis, 2003). Rule and John (2011) propose that commencing with documents can afford a way of attaining a sense of the case, its different parts, and its history. However, I selected to begin with interviews because I did not want to create an idea that I was on a fault-finding mission after studying the documents before interviews. The relations and reliance were created during the interviews and that made it easy for me to gain access to documents from the school where I conducted this research. There are advantages of document review. The U.S. Department of Health and Human Services (2018) points out that document review is relatively inexpensive, good source of background information, unobtrusive, and provides a behind-the-scenes look at a program that may not be directly observable. It may also bring issues that were not noticed during interviews. However, there are some disadvantages of using document review. These may include the following:

- Information may be inapplicable, disorganised, unavailable, or out of date,

- Could be biased because of selective survival of information,
- Information may be incomplete or inaccurate and,
- Can be time consuming to collect, review, and analyse many documents (U.S. Department of Health and Human Services, 2018, p 2).

Wach (2013) points out that although documents review provides valuable information about trends in policies and practices, but if we really wanted to assess what was happening in practice, we would need to do some evaluation work or conduct meta-evaluation. Evangelinou-Yiannakis (2017) points out that unavailability or nonexistence of some documents and the fact that documents become quickly outdated which are often replaced by new governments was a serious challenge. To avoid such challenges, documents required for a specific period were sorted. Documentation like policy documents, programmes, logbooks, minutes and circulars relating to professional self-development were reviewed. It is vital to note that copies of, not the original documents, were used. These were equated with information that was produced through interviews.

4.7 Data Analysis

Ritchie and Lewis (2003) point out that, there are no explicit methods of analysing data. Cohen, Manion and Morrison (2011) agree that the fitness of the purpose is important. In order to explore teachers' understandings and practices of professional self-development in five secondary schools, qualitative data developed through the use of semi-structured interviews were analysed using qualitative content analysis. Qualitative content analysis is defined by Bryman (2004) as a tactic for analysing documents that stresses the responsibility of the researcher in the formation of the meaning of texts. There is an emphasis on sanctioning categories to materialise out of data and reorganising their importance for understanding the meaning of the setting in which an item being analysed appeared. According to Hsieh and Shannon (2005), qualitative content analysis is a research technique for the personal clarification of the content of the text data through the orderly organisation process of coding and categorising themes or patterns.

Berg (2001) affirms that the qualitative approach frequently produces imageries or categories, along with terminologies from the subjects, replicating how they view the social world. This means that as an investigator, I was in a point to get the viewpoints of the creators of text and

explored teachers' understandings and practices of professional self-development. Qualitative content analysis focuses attention on exclusive themes that exemplify the variety of connotations of phenomenon rather than the numerical importance of occurrence of particular texts or concepts (Hashemnezhad, 2015). Rule and John (2011) further point out that the initial steps include typing up interview notes and transcribing the audio recorded interviews. Once data has been checked and cleaned, it was ready for analysis. The analysis of data was done after the interviews had been finished and the audio recorded data was converted from audio format to a narrative text. Coding then followed, as an integral part of data analysis (Rule & John, 2011) which requires intelligent, analytic and systematic decision about what the data is saying. Transcriptions can give vital detail and precise verbatim evidence of the interview (Cohen et al., 2011). I used transcript techniques as suggested by Cohen, Manion and Morrison (2018).

The transcriptions of data were classified using a coding system where the interview questions and responses were grouped according to the interview questions. Coding can be comprehended as the clarification of answers that develops from the questions asked so that these could be analysed (Cohen et al., 2011). In this study, I used the inductive data analysis technique because I wanted data to speak for itself and provide answers to most of my questions. According to Patton (2002), qualitative content analysis uses inductive cognition, by which themes and categories emerge from the data through the researcher's careful scrutiny and continuous comparison. In keeping with this interpretation of qualitative data analysis, I examined dissimilar fragments of information that were collected and abstracted, and positioned relations between them. Responses were clustered according to interview questions, and diverse codes allocated based on similarity. Scaling down of coded data then led to the development of themes in consideration of key research questions and these was guided by some stages of content analysis as indicated by Cohen, Manion and Morrison (2011).

Another method that I used was document analysis, also referred to as documents review. Documents analysis was done on all the documents that were gathered from the school. These documents included but were not limited to Continuous Professional Teacher Development Policy, Professional Development Portfolio File, School Management Plan, Staff Development Policy, Minutes of Staff Meetings, School Management Team Minutes, Subject Meetings Minutes, Minutes of Staff Development Team, and Educators' Professional Growth Plans. Bowen (2009) describes document analysis as a methodological practice for rereading or

appraising documents; both printed and electronic material. Gathering data from documents represents an entirely different proposition from gathering data from people (Thomas, 2011). Moodley (2014) points out that, documents also include the policy or legal framework of a school or any other organisation. Rule and John (2011) suggest that it is important to go beyond the content of the document as a symbolic representation of the person or organisation it belongs to. Only copies of the original documents were requested.

Gall, Gall and Borg (2005) talk of explanation analysis because it encompasses a logical set of procedures to categorise the data to certify that significant themes, concepts and patterns emerge. Focus on major issues or events as well as related dates were analysed to confirm or refute findings generated during interviews. Brown (2009) suggests that document analysis involves skimming, reading, and interpretation. Based on the interpretive view, meaning was made of data analysed and emerging themes were developed in accordance with the questions. What are the teachers' understandings and practices of professional self-development within the context of Continuing Professional Teacher Development?; What do teachers understand as professional self-development?; What kinds of professional self-development initiatives do teachers engage in and why do they engage in such fashion?; What challenges do teachers encounter while engaging in professional self-development?; What support are teachers provided to empower them in leading their own professional self-development? Transcriptions and analysed data was stored safely in my computer, as well as data storage USB for later use during discussions.

4.8 Issues of trustworthiness

The rudimentary approach to guarantee rigour in qualitative research is methodical and self-conscious research design, data generation, explanation, and communication (Mays & Pope, 1995). In this study, I ensured rigour as suggested by Gioia and Corley (2012), by applying conceptual and analytic discipline that leads to credible interpretation of data and also helps to convince readers that the conclusions are plausible and defensible. The notion of rigour (Smith, McGannon & Hamilton, 2017) is often regarded as an indispensable indicator of quality by researchers, reviewers, journal editors, and research panel members. In this study, I applied rigour through the use of Lincoln and Guba's framework of ensuring trustworthiness. This framework of ensuring trustworthiness entails four criteria called credibility, transferability,

dependability, and confirmability (Lincoln & Guba, 1985), and these criteria are discussed next.

Credibility

I adopted a qualitative research design; therefore, in ensuring that the generated data was credible, I made use of a manageable sample of participants. Participants were visited and interviewed in their contexts. All the proceedings of the interviews with participants were tape recorded in order to get first-hand information. Lincoln and Guba (1985), Oka and Shaw (2000) argue that to determine credibility, researchers use diverse methods. In this study two major techniques were used, namely, semi-structured interviews and documents review. In addition, I had prolonged engagement with the participants which entailed my spending more time in the school getting a sense of what was happening in relation to teachers' understandings and practices of professional self-development. Scholars such as Oka and Shaw (2000) claim that prolonged engagement requires spending more time on the site to obtain the kind of answers that are relevant; understanding the ways of living of the respondents; checking the validity of responses given and finally create a lasting relationship. During interviews, I encouraged participants to participate freely in the interview sessions as promises of confidentiality had been made.

Transferability

According to Lincoln and Guba (1985), Oka and Shaw (2000), transferability refers to the possibility that the results found in one site will be the same in the next site. Cohen, Manion and Morrison (2011) argue that qualitative data might have some challenges. Firstly, it might be difficult to analyse bulk data. Lastly, the data that the researcher is trying to interpret what was already sifted and interpreted by the participants themselves since they want the researcher to hear only what is best. To ensure transferability, I provided thick description of all the processes that I followed during the research process. Providing sufficient descriptive data is often called thick description (Oka & Shaw, 2000). This involves a full description of the context under which one is conducting research so that readers of one's research report can evaluate whether the results found could also be the same in their own site. It is important to

note that this was a small-scale research and the results of the study might be unique to the research sites and not applicable to the next sites.

Dependability

Rule and John (2011) indicate that dependability dispenses with positivist notions of replication and rather focuses on methodological rigour and coherence towards generating findings and case accounts which the research community can accept with confidence. In addressing the issue of dependability, I employed techniques to show that, if the work was repeated, in the same context, with the same methods and with the same participants, similar results would be obtained (Shenton, 2004). Oka and Shaw (2000) point out whether other people can depend on the findings of the research and whether they can use the tools in their own settings and produce the same results. It is important to note that replicability might be difficult because participants have different views and respond differently to the same set of questions. However, this chapter discussed the research design and methodology employed in carrying out the study. Therefore, it indicated how data was generated; analysed and interpreted hence that increased the dependability of the study.

Confirmability

According to Lincoln and Guba (1985), confirmability can be understood as parallel to objectivity in conventional quantitative research designs. This view is also shared by many qualitative researchers such as Rule and John (2011), Cohen et al. (2011), and Oka and Shaw (2000) to cite just a few of them. The above-mentioned scholars maintain that confirmability entails primarily with corroborating the fact that the information and its processing were not illusory but can be actually confirmed by the researcher through consultations with the participants. These scholars further argue that researchers need to link their claims and interpretations with the meaning that the participants attach to their experience or perceptions. In other words, the researcher has to check if his or her interpretation matches the meaning that the participants have. In the context of this study, confirmation was made with participants in order to check whether my interpretations of what they said were correct. First, the participants were given the transcripts so that they could check the accuracy of our discussions. Secondly,

as the discussions continued, I checked with them if my understanding was consistent with what they were individually telling me.

4.9 Ethical issues

Ethical considerations in research are regarded by Cohen et al. (2011) to refer to what is right and wrong in the pursuit of gaining knowledge and understanding about a phenomenon. It is always significant that research is conducted in an ethical manner. In keeping with that policy of the University of KwaZulu-Natal, I began by applying for ethical clearance through the University Research Office. I also applied to the provincial Department of Basic Education to obtain authorisation to conduct the study in its schools. In addition, I also requested consent from each participant and after they had accepted to partake in the study, I asked them to put it in writing; they filled informed consent forms before interviews could commence. They were notified of their rights and freedom to withdraw from the study at any time. For instance, they were informed that they had the right to withdraw from the study without any negative consequences.

The issues of altruism and non-maleficence (Cohen et al., 2011) were taken into consideration. Privacy and obscurity were guaranteed and *pseudonyms* were used in order to conceal the identities of both the participants and the school that took part in this research. I also observed ethical values for educational research as indicated by Cohen et al. (2011, p. 103-104). In regard to copies of documents that were taken from the school, assurances were given that they would only be seen by me and my supervisors.

4.10 Limitations of the study

There is agreement among scholars that every research will have some limitation. According to Theofanidis and Fountouki (2018) limitations of any particular study concern potential weaknesses that are usually out of the researcher's control, and are closely associated with the chosen research design, statistical model constraints, funding constraints, or other factors. The main limitation of the study is that it does not provide a comprehensive picture about the schools that participated in the study, as only teachers were interviewed. Nevertheless, this limitation was addressed by ensuring that I use more than one method of generating data. I also

used documents review to augment what the teachers told me about their self-development practices.

4.11 Conclusion

This chapter began with broad outline of research paradigm and research design. Interpretive paradigm and qualitative research design were used this study. I discussed a case study as a research methodology for exploring teachers' understandings and practices of professional self-development. I also explained how participants were identified. This was followed by a discussion of data generation methods I nominated, which includes interviews, and document analysis. Thereafter data analysis processes adopted were explained followed by the discussion of issues of trustworthiness, ethical issues and limitations of the study. In the next chapter I present and discuss data generated through interviews and document review.

CHAPTER FIVE

TEACHERS' UNDERSTANDINGS AND PRACTICES OF PROFESSIONAL SELF-DEVELOPMENT

5.1 Introduction

In the previous chapter, I discussed in detail the research design and methodological issues, which included the processes followed in conducting this study. In this chapter, I discuss the participants' understandings and practices of professional self-development. The information expounded was generated through the use of semi-structured interviews and document reviews as discussed in the previous chapter. Due to the voluminous nature of the data that was generated, data is presented in three chapters, which is Chapter Five, Chapter Six and Chapter Seven. It is very important to indicate that only descriptive analysis of data is done in these chapters and literature will not be used at this stage, but only the presentation and discussion of the participants' voices is done. Literature will be injected in Chapter Eight where analysis is done at a theoretical and conceptual level to elicit meanings from the participants' perspectives. Using inductive data analysis, I allowed the data to speak for itself. Inductive reasoning allowed me to construct new codes and thereafter to combine some codes to form new categories. Inductive content analysis is a qualitative method of content analysis that I used to identify themes by studying participants' voices and documents (Rule & John, 2011).

This chapter begins with the profiling of participants and these are very important to understand the participants' responses. The analysis of participants' responses developed four themes and the conversation is organised according to these broad themes: (a) Description of participants' understandings and practices of professional self-development. These are discussed in this chapter (b) Kinds of professional self-development initiatives. These will be discussed in the next Chapter Six. (c) Challenges encountered by teachers while engaging in self-development. (d) Support provided to empower teachers to lead their own professional self-development. Both these themes will be discussed in Chapter Seven.

5.2 Participants' profiles

In keeping with research ethics, participants are given *pseudonyms*. It is significant that readers attain a well-defined milieu of participants in this study as indicated in Table 7 below.

School	Participant	Gender	Age Category	Qualifications	No. of Years Teaching Experience	No. of Years in Current School
1						
	S1T1	Male	2	STD ACE	20	5
	S1T2	Female	3	STD ACE B A Psych.	25	10
	S1T3	Female	1	BEd BEd Honours MEd (Current)	7	7
2						
	S2T1	Male	3	STD ACE BEd Honours	26	16
	S2T2	Female	2	Marketing Diploma Education Diploma ACE	11	11
3						
	S3T1	Female	2	PTD HDE B Ed.	23	21
	S3T2	Female	2	STD PGCE	20	15
	S3T3	Male	3	FDE Cert. In Comp. B Ed (Hons)	18	8
4	S4T1	Male	2	Dipl. Management B Ed	5	5
	S4T2	Female	1	B Soc. Sc PGCE	7	7
	S4T3	Female	3	NPDE ABET	24	24
	S4T4	Female	1	B Ed	3	3
	S4T5	Male	1	B. Com PGCE	6	6
Age Category:	**20 – 30 = 1**		**31 – 49 = 2**		**50 – 65 = 3**	

Table 7 *Participants' profiles*

Table 7 above indicates clearly that my participants in this study were experienced teachers and well qualified in their field of teaching. Given their experience in teaching, I assumed that these participants were aware of the education departments' CPTD professional development

programme and they were already engaged in their cycle of development. The responses of participants allowed me to generate more relevant and valid data regarding my study. Table 5.1 indicates that eight (8) participants were females and five (5) participants were males. All these participants occupied Post Level One ranking in their schools. Although the study included both male and female gender, in this study the terms he, him or himself is used gender free. This applies in all the chapters, including data presentation chapters (Chapter Five, Chapter Six and Chapter Seven).

5.3 Data presentation

This section presents a comprehensive description of participants' understandings and practices of professional self-development. My analysis developed four themes namely: (a) Teachers' understandings of professional self-development. (b) Teachers' practices of professional self-development. (c) Teachers' motivation for professional self-development. (d) How teachers identify their professional self-development needs.

5.3.1 Teachers' understandings of professional self-development

I found it important to establish at the outset whether the participants had common understandings of the concept of professional self-development. Such understandings serve as indicators of the extent to which the participants' understandings were consistent with the definitions of professional self-development. In addressing this theme, I have drawn on data from interviews and document reviews. Through interviews, participants deliberated on their understandings and practices of professional self-development.

When the participants were asked about their understandings of professional self-development, it was clear that they had different understandings. Their understandings ranged from conceptualising professional self-development as an individual activity based on enhancing knowledge, growing knowledge in relation to academic qualifications, and developing oneself personally. They were also asked to clarify the difference between professional self-development and professional development. The analysis of participants' responses showed that they had various understandings of the term professional self-development. Some teachers thought that professional self-development may be viewed as an individual activity which

might rely mainly on the individual's intrinsic motivation where one engages in professional development activities. This is what one participant had to say:

> *I think that professional self-development is more basically based on you as an individual after you have professionally qualified that how much you engage yourself on professional activities* (Participant S2T1).

Other participants understood professional self-development as an activity that involved engaging in enhancing knowledge that one has in relation to the subject one is teaching. This meant that teachers continually increase their knowledge since that might assist them with up-to-date information. Participants thought that this might also involve being able to develop yourself personally where you cannot wait for external help. This might require initiating professional self-development activities that might lead to growing knowledge in regard to one's qualifications. Regarding this understanding of knowledge enhancing, particularly Participant S4T2 had this to say:

> *I think professional self-development would mean how one enhances the knowledge that one has in a sense that looks to the subject that I teach and what is required of me, mostly on how I deliver the content, to how I assess and all that* (Participant S4T2).

The above participant spoke about the importance of improving knowledge that a person possesses in order to be able to engage effectively in teaching and assessment processes. The analysis of the above voices clearly indicated that professional self-development is viewed as involving individuals enhancing their knowledge, their personal development and engaging in academic qualifications.

Some participants understood professional self-development as meaning connecting with other people with the intention of getting information to develop yourself as a professional teacher. This was also viewed as upgrading and gaining knowledge regarding the department under which one is working within the school. It might require a teacher to develop himself/herself in all the learning areas one is teaching. It is significant to understand that future experts for example teachers, become the subject of their own professional self-development. Participant S1T1 indicated that this meant connecting with stakeholders. Below is the response provided by one participant:

> *Professional self-development is where a teacher tries by all means to connect with all the stakeholders that are there to develop himself or herself professionally as a teacher* (Participant S1T1).

Other participants decided to respond to both parts of the question at once. Here, participants displayed a variety of understandings in relation to the two terms, professional self-development and professional development. The second part of the question asked the participants to make a distinction between professional self-development and professional development. Participants revealed that there was a distinction between the two terms. They pointed out that professional self-development involved teachers taking the initiative in developing themselves while professional development comes with the employer. This seemed to suggest that it is very important for teachers to engage in developing themselves professionally. The same sentiment was shared by other participants who indicated that human beings are unique; hence, professional self-development becomes very important. This might involve the individual coming up with activities for professional self-development while the employer comes with activities for professional development. This brought me to the idea that professional self-development is initiated by the teacher while professional development might come from the employer. This is how one participant expressed the difference between these two terms:

> *According to my thinking, professional self-development is where you develop yourself in various ways regarding your work that you are doing. I can say as an educator I should go an extra mile doing things like developing myself on things that belong to my department especially things required for my subject I am teaching. Professional development I think it is that which must be offered by the Department* (Participant S1T3).

When asked to clarify what they regarded as the difference (if any) between professional self-development and just professional development, one participant indicated that with general professional development, the main focus was on all the professionals in trying to address problems while professional self-development is with her rather than somebody else. These participants further stressed that in professional self-development, it is where you are assisting yourself in getting knowledge. They also indicated that in professional development it is where you get the skills and experiences from within the institution and gave an example of

workshops. In self-development it is where you yourself register in an institution and try to uplift yourself. This is how one participant saw the difference between the two terms:

> *According to my understanding professional development is where you get the skills and experiences from within the institution where you are in as well as outside the institution. Then self-development it is where you yourself register with certain institution and try to uplift yourself in your in gaining knowledge in that particular subject* (Participant S3T3).

Some participants showed that there is a difference between professional self-development and professional development. According to them, professional self-development is in relation to a person and what develops from within regarding what he/she must do. On the other hand, professional development might be compulsory or not in regard to what you are doing. They were of the opinion that professional development is always driven by seniors, colleagues or supervisors. For one participant, professional development involved many things while professional self-development should be driven by the person himself meaning individuals initiate activities for developing themselves. In response to the question, this participant said:

> *Professional self-development talks about the person himself/herself…about the thing that develops from within that person of which he/she is supposed to do. While on the other side professional development is where maybe you are compelled or you are not compelled by your employer to upgrade* (Participant S4T1).

The above extract confirmed that professional self-development relies mainly on the individual and how that individual takes initiative in developing himself or herself. It is very important that such kind of development emanates from within the individual and does not rest on external motivators. The issue of professional development relied mainly on the employer and the kinds of professional development activities provided.

Other participants indicated that professional self-development is based on developing yourself and in professional development one is expected to be in line with what is happening in the profession. They stressed that professional self-development starts with the teacher, meaning it must be initiated by the teacher. They also cited that professional development involved workshops that are given by the employer to develop teachers while professional self-development should come with the teacher. This is how one participant saw the difference between the two terms:

> *I was thinking that professional development someone helps you so that you are able to be developed like in programmes given to us by the department of education like workshops. On the other hand, professional self-development, I think means you develop yourself* (Participant S4T5).

The above excerpts from the participants were an indication that participants had some understanding of what might be regarded as the difference between professional self-development and professional development. As I indicated in Chapter One, professional self-development is different from other forms of professional development because it is initiated by the teacher and is mainly influenced by the needs identified by the teacher whereas other forms of professional development are mainly influenced by external organs like employer, the school or university. Regarding teachers' voices above, some documents were reviewed and it became evident that there was very little that some schools were doing in developing their teachers. There was very little to indicate that teachers were initiating activities to professionally self-develop themselves. In School 1, the documents were not available except the vision of the school which did not cover professional development and this was included in what was called the School Policy. In the next section I am going to analyse teachers' practices of professional self-development.

5.3.2 Teachers' practices of professional self-development

The analysed data that are presented in this section reveals that there are four professional self-development practices used by the participating teachers. Firstly, they used Continuing Professional Teacher Development workshops as practices for professional self-development and their value for teachers. Secondly, they attended courses as a way of engaging in professional self-development practices. Thirdly, they utilised the IQMS and CPTD processes as professional self-development practices. Finally, they engaged in CPTD activities as practices for professional self-development. These practices are explained next.

5.3.2.1 Continuing Professional Teacher Development workshops as practices for professional self-development and their value to teachers

The dissemination of information from the Department of Basic Education to teachers is sometimes through workshops. In this section, I was looking at workshops that are specifically

related to CPTD processes. In this manner, teachers are given new information or they are equipped with knowledge on a particular issue regarding CPTD and professional self-development. It is also very important to know if such instruments designed to equip teachers were actually adding value to their teaching. In checking teachers' understandings and practices of professional self-development, a probing question was asked in relation to workshops attended by teachers. The following question was posed to the teachers: *Talk about CPTD workshops that you attended in relation to your professional self-development. Explain if they are assisting you in your field of teaching or not.*

Three participants were confident that they attended CPTD workshops. Although one participant attended workshops but he also claimed that he was never assisted regarding the CPTD process. However, one participant attended two workshops and indicated that they did assist her since the participant obtained information regarding self-development and strategies for developing herself. Another participant who attended CPTD workshops stressed that these workshops assisted since they were mainly based on CPTD and professional self-development. She also spoke about strategies that assisted her in developing herself. This is what the participant had to say:

> *From those workshops, in fact, I attended two of those workshops. They have assisted me a lot. I obtained a lot of information because they were stipulating as to how to go about doing self-development. Then, I have used those strategies in order to develop myself* (Participant S3T1).

Three participants indicated that they did attend workshops but these workshops were not called for CPTD. Others were not sure which ones were CPTD workshops. When asked to talk about CPTD workshops they attended in relation to professional self-development, they responded in various ways. Some indicated that they attended a Just-In-Time (JIT) workshop which assisted a lot in teaching the subject. It is important to note that JIT workshops were not CPTD workshops but workshops designed to equip or update teachers with new information regarding the subject they were teaching. Although JIT workshops were not based on CPTD but teachers were often promised that they were going to receive PD points since they also completed an attendance register from SACE. This is how one participant responded to the question:

> *Yes, I have attended a workshop in Drakensberg, the Just in Time workshop that is based on my subject that I am teaching. They even mentioned that there are some points that we are going to get for attending that particular workshop* (Participant S1T3).

Others were honest in saying that they only attended subject-related workshops and not CPTD workshops. One participant indicated that he was not clear whether they were CPTD workshops or not. Since he indicated that they were dealing with the content of the subject he was teaching, it became clear that those were not CPTD workshops since CPTD workshops were about professional development and involved activities teachers were supposed to engage in. It was clear that this participant attended enrichment programme organised for Mathematics and Science teachers annually. It is clear that the participant was not engaged in professional self-development and the BEd honours he holds after 18 years of teaching experience is an indication that the participant might not be actively engaged in professional self-development. This is what he had to say:

> *I don't know whether the workshops I attended were for CPTD or not. But I think they were for CPTD for example the workshop I attended at Hilton College for Science* (Participant S3T3).

Five other participants stated very clearly that they never attended any CPTD workshop. Some only received information from people who attended and reported back to school. Others did not attend and never received such information and the following is one of the responses from the participants:

> *I never attended them. I never attended anything. No, we only get feedback from people that have attended. They report that they attended and that would be the end of the story* (Participant S1T1).

The above response simply indicates that the cascading of information regarding CPTD in schools was not done properly since teachers were not attending workshops and only received information from teachers when they reported that they were from workshops. There was also no planning to indicate how other teachers would be assisted in gaining more information regarding professional self-development. Other participants never attended any CPTD workshop and this might be a clear indication that these participants were not involved in professional self-development and they had no knowledge that they were supposed to develop themselves. Although some were still new in the field of teaching but this could not be taken as a pretext for being excluded in professional self-development through CPTD. The most experienced Participant S4T4 claimed that he never attended any CPTD workshop and perhaps that is why he was not engaged in professional self-development. With 24 years teaching

experience the participant still possessed two junior certificates. This is what he had to say, "*No, I never attended such"* (Participant S4T4).

The above responses from participants showed that they had less knowledge regarding CPTD. Those who attended CPTD workshops one could see that those were not CPTD workshops but ordinary workshops related to their subjects. There was nothing that touched on teachers' professional self-development. There seemed to be a problem in the dissemination of information regarding CPTD since a number of teachers who were supposed to engage in professional self-development through CPTD were not aware of such information. Other participants were honest that they have never attended any workshop. I also looked at documents from the research schools. The documents from the four schools revealed no evidence of CPTD workshops attended by teachers. If these were attended, evidence should have been seen in the form of feedback meetings during staff meetings, SMT meetings or meetings of various departments within these schools. SDT meetings should have revealed evidence of CPTD workshops attended. Not much could confirm that teachers attended CPTD workshops. The next section focuses on courses attended by teachers as a way of professional self-development practices.

5.3.2.2 Courses attended by teachers as a way of professional self-development practices

To find out what participants were doing, another question was asked in relation to the ways in which participants developed themselves. The responses might indicate the extent to which the participating teachers were engaging in professional self-development. As mentioned in Chapter Two, courses and workshops are designed to assist teachers in getting new knowledge in relation to their fields. Courses and workshops might assist teachers with professional self-development provided courses and workshops planned for teachers were in line with teachers' needs.

The participants were asked the following question: *Please tell me about the courses you have attended since you started teaching.* The key aim of this question was to get information about the qualifications that teachers possessed since they started teaching but was not limited to academic qualifications only. The following responses indicated various courses teachers were engaged in during their professional self-development. Some participants seemed to be

interested in academic qualifications but a closer analysis indicated that there was a big gap between their qualifications. Others spend a number of years before engaging in their next academic qualifications. Participant S1T1 focused on professional qualifications but it was clear that he was not seriously engaged in professional self-development. With such vast experience in education but he engaged on two professional qualifications. He is currently not registered but was still thinking of taking another course. This is how he responded:

> *When I arrived in the field, I was having a Secondary Teacher's Diploma and then tried to develop myself by doing Advanced Certificate in Education so that I might have better knowledge in my subject. I am still thinking of further developing myself but money is still the main obstacle* (Participant S1T1).

Another participant was involved in academic qualifications. The participant seemed to be actively engaged in developing herself by gaining knowledge on education and also shifted her focus to psychology. Unlike the participant above, Participant S1T2 seemed very active when entering the field of teaching and this is how he responded:

> *When I finished school, I started teaching. From there I then enrolled for Secondary Teacher's Diploma. I then did ACE majoring in Technology. I then did BA in Psychology* (Participant S1T2).

For Participant S1T3, professional self-development practices are understood as doing professional qualifications courses as well as attending other short courses in the field of education. The participant pointed out that this might assist to keep up with modern technology. This participant was actively engaged in professional self-development since the participant's academic qualifications indicated that while having only seven years teaching experience but he is now registered for masters' degree. She was also involved in attending very important workshops. This is how he responded:

> *When I started teaching, I had only a Bachelor of Education degree. I then enrolled for BEd honours. Currently I am registered for Masters' degree. There are so many courses that I have attended. The first one I have attended the Via Afrika. They were specialising in Technology since I have said about the Fourth Industrial Revolution* (Participant S1T3).

Another participant who seemed to be engaged in professional self-development was Participant S3T3. He studied computer studies and was also engaged in doing BEd honours as well as trying to enrol for Masters. He responded in the following manner:

> *I have attended FDE in Technology from UJ (University of Johannesburg). I have done a Certificate in Computer at Johannesburg College. I have done B Ed Honours at UKZN (University of KwaZulu-Natal). I tried to register for a Masters' degree but they rejected me. I am still going to do another Honours degree so that they can accept me for masters* (Participant S3T3).

A number of participants showed that they were actively engaged in professional self-development through academic qualifications but looking at these participants, it became clear that there was a wider gap between the years of study. Participant S2T2 did a Secondary Teacher's Diploma (STD) and received basic information in his subject. He then furthered his studies by doing ACE and finally, did honours which indicated that he was actively involved in professional self-development. But only three qualifications against 26 years' experience seem to paint another picture. A wider gap indicated that the participant spent some time not engaging in professional self-development. Participant S3T2 had a vast experience of 20 years but she only engaged in two junior qualifications. This was an indication that a number of years were spent not engaging in professional self-development. Participant S4T4 was still new in the field of education but is already planning to do honours but I hope the participant will continue with professional self-development. For Participant S2T1, it seemed as if the participant started teaching without any formal teaching qualification and developed self while temporary employed by the Department of Education. The participant's focus was on private sector but her engagement with people especially learners, he switched over to teaching. She then engaged in professional self-development by taking a Diploma in Education and later did ACE. This is how she responded to the question:

> *I came to the Department of Education while working for Love Life organisation as a youth facilitator. I came here with my Marketing Diploma. I then did a Diploma in Education. From there I have grown into having my Advanced Certificate in English. I also attended few workshops* (Participant S2T1).

Some participants were not actively engaged in professional self-development through academic qualifications for an example, Participant S4T3 who came to teaching without any formal teaching qualification. The participant developed oneself while teaching. Although he

was teaching at a high school level, she decided to do a Primary Teachers' Diploma (PTD) and later did Adult Basic Education and Training certificate (ABET) which focused mainly on teaching adults who were no longer of school going age. Looking at the vast experience of 24 years and the two qualifications that Participant S4T3 possessed, it is clear that she was not actively engaged in professional self-development. This is what she had to say:

> *I entered the profession having only Standard 10* (Grade 12). *I then studied through post office and obtained diploma. I then furthered my studies and added ABET certificate. I tried to continue but was disturbed and was unable to continue* (Participant S4T3).

Participant S3T1 attended various workshops and had engaged in obtaining various formal teaching qualifications. Although she studied as a primary school teacher but she was employed at high school level. She then enrolled to do relevant courses like HDE and BEd that allowed her to teach high school learners. She also engaged in professional self-development by attending workshops. But 23 years' experience against the qualifications obtained here seemed to depict that Participant S3T1 had a gap not engaged in professional self-development. This is how she responded:

> *I have attended NCS (National Curriculum Statement), RNCS (Revised National Curriculum Statement), CPTD and OBE workshops. I came here in possession of PTD (Primary Teacher's Diploma). I also did HDE (Higher Diploma in Education). Later I obtained a B Ed (Bachelor of Education). Then I also advanced myself and registered for Advanced Tourism Diploma* (Participant S3T1).

Participant S4T1 focused on private sector when he studied Diploma in Management but due to lack of employment opportunities he changed on the way since it seemed teaching was not his initial choice. He then tried legal practice and again here he was not happy. He then enrolled for a BEd and finally decided to stay with teaching. His engagement in professional self-development is still not clear since he was still new in the teaching profession. This is how he responded:

> *When I completed matric I went to Mangosuthu University of Technology and obtained a Diploma in Management for three years. Again, at Mangosuthu, I obtained a one-year certificate in Legal Practice. I then proceeded to University of Johannesburg and obtained B Ed for four years. I wished to continue to do honours but because of certain circumstances, I was unable to continue* (Participant S4T1).

Participant S4T2 was engaged in doing a junior degree in social science and also did PGCE in order to be accepted as a professional educator. On developing oneself, he registered for another degree but the focus was now on law. Participant S4T2 seemed to have changed her focus because she has taken a legal route and when asked the same question on courses she did since he started teaching, this is how he made his point:

> *I have done a Bachelor of Social Sciences. I also did PGCE (Post Graduate Certificate in Education). I am currently registered for LLB. I also read academic materials. I am planning to register for an online course where I could just develop myself* (Participant S4T2).

The above responses were based on what courses the participants did since they started teaching seemed to reveal that a large number of participants were not actively engaged in professional self-development. Some participants studied for courses that did not qualify them to be professional teachers and they decided to do special courses that might allow then to be accepted as professionals in education. In such a situation one would expect that participants were effectively engaged in professional self-development so as to be up to date with content, methods and new techniques for teaching and learning. As I pointed out in Chapter Two, teachers who do not participate in self-development through CPTD might miss out on its benefits of equipping them with new knowledge.

I also looked at some documents especially minutes of meetings to get an idea of whether there was any discussion regarding improvement in academic qualifications for teachers and workshops. In School 1, nothing was said in staff meetings regarding workshops. One SMT meeting did focus on workshops but was mainly dealing with completion of forms when attending a workshop. The following extract appeared in their minutes:

> *Members were also reminded to fill in forms after each and every workshop attended* (School 1).

In School 2, five (5) staff meetings were held but nothing was discussed in relation to workshops. From the six (6) SMT meetings held, there was no trace of discussions in relation to academic qualifications and workshops. In School 3, I was given the minutes of staff meeting held on 31 January 2018 where it was believed that the school did speak about what they called Continuous Development. The following is an extract from the minutes:

*It will be done and educators should not complain that they are invited to meetings now and again. Turns will be taken on rolling out these programmes. The principal requested that if educators have staff development programmes, they should inform the SMT in advance to be featured on to the year plan (*School 3).

In School 4, about nine (9) staff meetings were held. There was only one instance where there was talk about workshops and the following is an extract from the minutes:

Further Education and Training (FET) workshops have come to an end. General Education and Training (GET) workshops to kick start from 4 February. Educators who should attend must attend as per the programmes (School 4).

From the eight (8) SMT meetings held, there was no discussion about workshops. A further analysis of minutes of meetings of different departments within the school also found no traces of discussions in relation to academic qualifications and workshops. In School 2, there was no evidence of CPTD Policy. Instead of showing me the Master File for CPTD, I was given a master file for IQMS. A copy of CPTD Management Handbook was available and was downloaded from internet. The School Development Plan was interesting since it covered staff development as indicated in the following extract, Table 8 below.

5.	**STAFF DEVELOPMENT**					
	PRIORITY	**OUTCOME**	**WHO?**	**WHAT?**	**WHEN?**	**NOTE**
5.1	EMPOWERMENT OF SECOND IN CHARGE	Weekly meetings take place with second in charge, so that tasks can be completed thoroughly and in time.	Principal and head of department		Continuous	
5.2	COURSES	Educators attend courses in order to be able to develop learners.	Educators	Development of teams and functions	In place at the end of the first term	
5.3	DEVELOPMENT AND EMPOWERMENT OF MEMBERS OF THE FOLLOWING: SMT EST SGB PHASE GUARDIAN LA HEAD PARENTS	Regular meetings ensure that the following function as desired: SMT, EST, SGB, and other heads, phase heads LA heads parents	Educators and school governing body	Development of teams and functions	In place at the end of the first term	

Table 8 *Extract from School Development Plan of School 2*

Although one is aware that the Department of Basic Education does give circulars regarding workshops and teachers even mentioned that they attended workshops but very little or nothing

was discussed during staff meetings, SMT meetings as well as subject meetings held across the four schools. However, the vision and mission statements were available but did not cover professional self-development of educators and was praised as follows:

Our vision is the production of active, creative and responsible human beings (School 2).

Looking at documents from School 3, there was no evidence of Continuing Professional Teacher Development Policy; Professional Development Master File; the CPTD Management System Handbook and School Management Plan. It must be remembered that the Acting Principal refused to make documents available for research citing them as classified. However, I managed to take a picture of the school vision and mission as permitted by one member of the SMT and their vision was phrased as follows: *...envisaged a well-educated, skilled and highly developed community member* (School 3).

In School 4, there was no evidence of CPTD Policy but what was given to me was a School Policy which had a paragraph written as "Staff Development Policy". Instead of Professional Development Master File, the school had an IQMS Master File. The school did have CPTD Management Handbook although there were indications that this document was not being implemented by the school. The vision and mission statements were written in what was called by the school "Service Commitment Charter" and were written as follows:

> *The vision of...school is for a highly educated, skilled, responsible and fully developed citizen* (School 4).

Their mission statement:

> *To provide dedicated, supportive educators who are willing to go beyond limitations in order to produce professional leaders among learners* (School 4).

The analysis of the above documents revealed that the matter of professional self-development was not viewed seriously by the schools. The non-availability of important documents designed to run the programme smoothly seem to suggest that such programme was not properly taking place. Furthermore, the understanding of professional self-development was also traced from the discussions in various meetings because that could have been discussed somewhere. I looked at documents like the minutes of staff, SMT, subject, SDT meetings. Across all four schools there was nothing relevant discussed in regard to professional self-development or

professional development. Professional self-development was not evident since a large number of teachers did not have Professional Growth Plans which might be an indication how they planned to develop themselves. There was also no evidence of professional development activities which might indicate how teachers were engaged in professional self-development. The next section will focus on IQMS and CPTD processes as participants' professional self-development practices.

5.3.2.3 Integrated Quality Management System and Continuing Professional Teacher Development processes as participants' self-development practices

One of the concerns emerging from the CPTD introduction and sign-up processes is the misunderstanding, from a large number of educators that the CPTD Management System is substituting the Department of Basic Education's IQMS. Others were of the view that the two systems (IQMS and CPTD) seem to be similar, while others wanted more lucidity on the similarities and differences between the two. In view of this, the following question posed to participants attempted to get teachers' understandings regarding connection and relationships between IQMS and CPTD Management System. By participating in IQMS, some participants regarded such participation as forming part of their professional self-development. Participants were asked the following probing question:

> *Say something about what you see as the relationship between Integrated Quality Management System and Continuing Professional Teacher Development?*

The responses to this question showed that very few participants had some understanding of the relationship between IQMS and CPTD and how these could be used as practices for professional self-development. Some participants did perceive a relationship between IQMS and CPTD. They held the view that in IQMS it is where there is a teacher sitting in front of you checking how you perform at a short space of time while in CPTD you are doing it by yourself alone at your own pace. They also stressed that IQMS was used to identify the work-related strengths and weaknesses while CPTD was about a teacher progressing forward in developing himself. One participant was of the view that both programmes are designed to develop the teacher. For IQMS, he pointed out that it is where people from outside come and assist you while in CPTD a person develops himself. In response to the question, this is how he responded:

> *The relationship that I see here is that both IQMS and CPTD aim at developing the teacher. On this side of the CPTD the person develops himself. In IQMS your team at*

school as well the team from outside will come and assist you if you are lacking and having some obstacles and challenges (Participant S1T1).

A large number of participants showed a lesser understanding of the relationship between IQMS and CPTD. These participants were asked if they saw any relationship between IQMS and CPTD. They indicated that they did not know exactly the CPTD but only hear people talking about it while IQMS was about work and attending workshops. They also pointed out that both programmes, IQMS and CPTD were meant to develop the teacher and they also included other problems that might hinder learning. One participant provided a rather broader view regarding IQMS and CPTD. She indicated that there might be a relationship between the two. She attended workshops and heard about CPTD and its processes. She also pointed out that both programmes were meant to assist in evaluating and developing teachers. According to the participant, these programmes were not achieving what they were meant for and in some cases, it seemed people engage in IQMS just to get the percentage in terms of money and nothing else. With the CPTD, the participant claimed that it was like something that does not exist. The participant was not aware that through IQMS she can identify her needs and with CPTD she can address her wishes. It is vital to remark that this participant is a coordinator for CPTD in her school and she was supposed to know that CPTD exists and she was supposed to drive it. This is what he had to say:

You see just there may be a relationship…ah…it's just that what I observed in the past is that with CPTD… it is there I have heard of that acronym of CPTD, I have held a workshop in the past where we were introduced to it and how we were going to register in the system. But, you know the commonality is that both of them…they are meant to assist us in either evaluating ourselves or developing professionally. IQMS is there we are doing it every year just to get an increase in salary (Participant S4T2).

Some participants saw no relationship at all between IQMS and CPTD. They indicated that on the one hand, IQMS involved class visits where people come and evaluate your teaching strategies. On the other hand, CPTD meant a different thing where you develop yourself from things seen on newspapers. This is what one participant had to say:

I see them as different. In IQMS you have visits and they come to you in class to check everything and look at the lesson plan, while on the other side, you are developing yourself regarding the things maybe that you saw that maybe you saw them from newspapers (Participant S3T2).

The above responses from participants seemed to suggest that the majority of participants were not aware of the relationship between IQMS and CPTD. The diagram in Chapter Eight, Figure 5, indicates clearly that there is a relationship between IQMS and CPTD. Based on the diagram, both IQMS and CPTD System have communal features in relation to the developmental aspect. IQMS evaluates an individual teacher with a view to finding out areas of strength and weakness, and to design programmes for an individual teacher development. The CPTD System supplies teachers with a database of SACE approved development activities or programmes to prove solutions to the needs identified from the IQMS process. Some documents were reviewed in order to trace evidence of the link between IQMS and CPTD. Minutes of meetings especially the Developmental Support Group were analysed. The minutes of Staff, SMT and various departments within the school were also analysed. The DSG of School 1 did discuss issues around IQMS and the following is an extract from the minutes:

> *The first move was to make sure that IQMS kick-start. A draft of the IQMS be done and presented to all educators. The draft will be done by Participant S1T1.The date to start IQMS is 11th May 2018 and ends on 31st August 2018* (School 1).

This extract did not show how teachers identified their professional development needs and how these were going to be addressed but just gave dates when the process would start and end. In School 2 and School 3, there were no DSG meetings held. School 4 claimed that they were holding DSG meetings but they were not recording any of their discussions. One had to conclude that such meetings did not take place at all or that the DSG did not exist. In School 2 there was a staff meeting where the issue of IQMS was discussed and the following is an extract from the minutes:

> *Management plan of IQMS was forwarded to schools. It will be effective next term due to the fact that there were some hiccups, everything will be ready when we reopen* (School 2).

Another staff meeting at the same school discussed staff development and the following is an extract from the meeting:

> *Teachers need to di-stress as they are under pressure, if the matter needs clarity, Mr X will provide clarity* (School 2).

The series of staff meetings of School 4 did discuss issues relating to IQMS and the following is an extract from the minutes:

The principal stated that we did baseline this term and we need to submit to DSG today or tomorrow. He also stated that there is no need for meeting for that because he stated that last year, they use pencils to write scores (School 4).

The principal stated that the IQMS will take place starting tomorrow on the 14/08/2018 and also stated that the indicators would be discussed. He also stated that teachers need to improve in IQMS (School 4).

Another meeting was held on 30 April 2019 in School 4. This is a snippet of what was discussed in relation to IQMS:

He stated that next term we have two weeks for IQMS and teachers need to submit their DSG and seniors (School 4).

The above analysis of School 4 seemed to suggest that IQMS processes were being dictated by the principal and the fact that teachers were just instructed to change dates written in pencil was an indication that IQMS was not taken seriously and there were no visible links with CPTD. If teachers are not aware of the relationship between IQMS and CPTD, this might make it difficult for them to engage in professional self-development. The next section focuses on CPTD activities and how these were used by teachers as their practices for professional self-development.

5.3.2.4 Understanding of Continuing Professional Teacher Development Activities as practices for professional self-development

For teachers to develop themselves professionally, SACE has designed Professional Development Activities that teachers must follow in order to develop themselves. The SACE Annual Reports in Chapter Two, indicated that teachers were not participating effectively in CPTD. In this section, I tried to get the views of teachers regarding the Professional Development Activities designed for teachers. The following question was posed to the participants: *Please tell me if you perceive the predetermined Professional Development Activities of Continuing Professional Teacher Development as something that may assist you in developing yourself or not. Please also indicate if you have taken part in developing these predetermined Professional Development Activities.*

This question focused specifically on Type 1 Activities that are also called "Teacher Initiated" activities. The focus in this section is on general perception and understanding of these

activities. SACE has provided about eighteen (18) Type 1 activities of which teachers should base their professional development activities. The description of these PDAs will be presented in detail in Chapter Eight Section 8.6. Five participants responded that they were aware of these predetermined professional development activities but their responses revealed that they were just using their general understanding about these PDAs. They responded in various ways. They indicated that professional development activities did assist them in understanding various aspects affecting societies which he uses when teaching Geography. But it was not clear how the Corona virus could be incorporated in a Geography lesson or it might be used when referring to statistics. This was a clear indication that the participant was not aware of the activities that were meant to develop him. In such situation and lack of information, participant may not engage in professional self-development. One participant agreed that PDAs were assisting him because they were viewing programmes on television that were relevant to their profession. The participant also indicated that programmes should be more than an hour for it to be recognised as something that contributes to one's career development. He pointed out that he was never part of developing those PDAs, but just saw them being imposed onto him. This is how he responded to the question:

> *They assist because even these activities are relevant, you do not just watch any programme, but you watch the one that is relevant towards your profession. So they are helping because at times, since we are required to watch TV, we are now able to search what is available that you can watch that will be of benefit towards my teaching career* (Participant S3T1).

The above extract indicates that the participant did have some information regarding CPTD and Professional Development Activities. One must note that as the participant indicated, these PDAs were not discussed with teachers but SACE and the Department of Basic Education simply thought that these might be good for teachers; hence, participation might be very poor. People might participate actively if they were involved in planning how they could be developed.

Participants further confirmed that they were aware of PDAs. One participant indicated that PDAs assisted him and he indicated that especially workshops did assist him because he met other teachers who assisted content wise where they share a lot of information of which he came back and shared in class. He stressed that watching television assisted him with up to date information regarding his subject which requires up to date information. Another

participant indicated that as a teacher who was teaching Grade 12 did make mistakes, but by viewing his subject presented by another teacher on television helped him to address such mistakes. He also pointed out that people who developed the PDAs were not proactive because they were supposed to come to teachers and discuss those PDAs rather than imposing them onto teachers. This is how he responded to the question:

> *In fact, we have got Grade 12 learners where we have external teachers who just address certain topics on TV as well as in radio. So, they just assist us maybe if ever there was a pitfall that has been happening regarding those mistakes that we have done, those people were able to close the gap. Even learners during their spare time are able to get information that will be linked to what you are teaching. Maybe if there were committees, that were made to discuss such issues of professional development, it would be better. We were not part of developing those PDAs. Moreover, the paper work is killing us and there is no time* (Participant S3T3).

Participant S4T2 indicated that watching television would not assist her that much because firstly she did not get excited by the news. The participant did get some aspects of teaching her subject but she was never influenced by watching television. The participant was also not part of developing those PDAs. This is how he responded to the question:

> *No…as I am saying there is nothing new with what they are saying, with what they are coming up with. Even if they are saying I should take a picture I watch the news every day. For me it's just normal everything and for me as a Geography teacher it's how I get some of the aspects that I may use for teaching but it wasn't necessarily influenced by that point. I also did not take part in developing PDAs* (Participant S4T2).

A large number of participants pointed out that they were not conscious of these professional development activities. Those who claimed they thought PDAs might assist them were not clear as to what they were talking about. Some participants claimed that PDAs might assist with communication with colleagues and allowed them to bond. One participant indicated that perhaps it was only workshops that might assist him. This is what he had to say:

> *I could say they assist…reason being, ah…it helps in that communication between colleagues becomes easier. Yes…and just…it gets us to bond…as colleagues as well…not to look down on each other* (Participant S2T2).

Some participants pointed out that they never heard of such PDAs and they were never invited to participate in their development. This is what one participant had to say:

I have never heard about them. Again, I have never participated in developing them (Participant S1T1).

The analysis of the participants' responses clearly showed that there was lack of understanding of predetermined Professional Development Activities. Therefore, teachers could not engage in professional self-development if they were not aware of the activities that were meant to develop them. Participants seemed to have no knowledge that PDAs were meant to develop them professionally. Professional Development Activities will also be analysed broadly in the next chapter, Chapter Six. The analysis of documents in regard to the relationship between IQMS and CPTD revealed no evidence of teachers identifying their needs through IQMS and then trying to address these by engaging in CPTD Professional Development Activities. The next section focuses on data analysis on teachers' motivation for professional self-development.

5.3.3 Teachers' motivation for professional self-development

Professional self-development is initiated by the teacher himself/herself. Various things appeared to have motivated teachers to participate in professional self-development. This study also looked at teacher motivation and participants were asked the following question: *What motivates you to engage in professional self-development?* Some participants saw money and opportunities for promotion as something that might motivate them. This is clear that external factors may have played a significant role in motivating teachers to engage in professional self-development. It might happen that if these external factors are not there, the participant might not participate effectively; hence, teacher participation in CPTD was not effective.

Another participant saw the development of technology as something that motivated him to develop himself. This was echoed by another participant who saw technology as something that motivated him to engage in professional self-development. It is essential to mention that these participants were not forced but they saw the need to develop themselves. In Chapter Six, where an analysis of various types of professional development activities, it will become very important to see what initiatives these participants took to develop themselves. This is what one participant had to say:

I think it is technology. Technology is just getting advanced everyday if ever we cannot develop ourselves, we are going to be left behind. In other words, you can think inside

the box rather than to think outside the box. It is important that we develop ourselves (Participant S3T3).

Another participant also saw extrinsic motivation as something that motivated her to engage in professional self-development. Participant S3T1 saw keeping with change as something that motivated her. It is very important for teachers to be in line with the developments around the world. This might be true since curriculum changes every now and then. When asked what motivated him to engage in professional self-development, this is how he responded:

> *These days a person needs to develop himself professionally here especially in our profession because there are so many things that are introduced, so a person should keep up with change. That is why I have to be developed as a teacher to keep up with change* (Participant S3T1).

Some participants were motivated by the environment and the performance of learners and this is how one of them responded to the question:

> *Sometimes it could be the spaces, it could be colleagues also, they may influence and also what could motivate me is the performance of my learners at some point because my end product is their performance. So, I need to look further, try and grow myself into the aspect that I see needs attention* (Participant S4T2).

The above extract indicates that when there are challenges with learners or if the results are not good, the teacher might then seek some means to develop himself in order to be in line with the requirements of learners. Here, it is clear that external factors play a role in motivating the participants. When learners understand and perform well, perhaps the teacher might be satisfied. Participant S4T4 cited her wish to grow in the profession as the reason that motivated her to engage in professional self-development which, she believed she could not go to class unprepared hence; it was very important to be up-to-date with her work. It seemed that this wish developed from within the teacher and it is very important that professional self-development should develop from within the teacher. This is how he expressed his views:

> *As a person, I want to grow in the field that I am in or rather in my profession. So, it is important because since I work with children I can't just go to class without knowing what I am going to teach, so and even at work I need to be up-to-date with my work* (Participant, S4T4).

The above extract indicates that professional self-development is ongoing since materials for learning and teaching keep on changing every now and then and it becomes very important for the teacher to keep on learning so as to be up to date with the ever-changing curriculum and content. One participant's motivation was based on psychological issues and involved issues of being self-reliant and have self-efficacy. However, it was not clear how these motivated the participant but he insisted that these might help him to be professionally self-developed. This is how he responded to the question:

> *I like to be someone who is equipped with a lot of psychological capabilities you know a…to…possess a lot of self-reliance and self-efficacy. And I also like to…a…when I come to various scenarios to be able to counter and interact with them, so I don't want to fail in any scenario provided that I have learnt* (Participant S4T1).

One participant indicated that he was only striving to be better but was unable to say what exactly she was doing that might make him better. There seemed to be lack of motivating factors to engage in professional self-development. This is what he had to say:

> *Aaa, always a person is striving to be a better person, to do better then. He did yesterday and always want to be the best. With the profession…so…a person must be developed* (Participant S1T2).

Another participant was not sure what inspired him to engage in professional self-development and he saw no need to develop himself professionally. Participant S3T2 was unsure of what actually motivated her to develop herself professionally. He just engaged in a meaningless exercise and this is how he responded to the question: "*One is just doing his development that means nothing"* (Participant S3T2). The above stories are an indication that teachers were motivated by various things in their careers. This might mean that professional self-development might be based on individual's own needs. Money and opportunities for growth in the profession were seen as a motivating factor. Others saw technology as something that motivated them since they did not want to be left behind when developments were taking place. The need for gaining knowledge and opportunities for new employment were also viewed as motivating factors for teachers. Other teachers wanted to keep up-to-date with changes taking place in their work environment. The environment under which a person works and the performance of learners was also seen as a motivating factor for the participants to engage in professional self-development. The will to grow in the profession and be fully prepared when going to class also motivated the participants. Other participants were motivated by the

demands of the current situation and the need to be well-informed regarding developments taking place in the profession. Psychological issues such as the need to be self-reliant and have self-efficacy was also seen as a motivating factor but it was not clear how these factors motivated teachers. Finally, two participants were unsure about what motivated them, but they were just engaging in professional self-development with no purpose. The next section focuses on data about how teachers identify their professional self-development needs.

5.3.4 How teachers identify their professional self-development needs

It is highly significant to know when you have needs and how to identify them. The participants were asked the following question: *How do you identify your professional self-development needs?* Various responses were provided by the participants and it became clear that people used different ways in identifying their professional self-development needs. Some participants identified their needs by looking at how people change and saw it necessary to bring the young and old together. This meant that teachers needed to understand the ways of their leaners and look at how people change. This is what one participant had to say:

> *Even if I am not sure about where to go but I think that a person since I am saying that things are changing and people we are working with are also changing, so all the time we need to remain closer to them and do not distance yourself from them* (Participant S1T1).

The above explanation is an indication that the participant was not aware of how to identify his professional self-development needs. This might lead to a problem of not knowing where one needs to be developed. Other participants looked at the activities of learners when identifying their professional development needs. One participant indicated that his identification of professional self-development needs was based on the background of learners and their intellect. He claimed that understanding learners' diverse backgrounds helped him identify his professional self-development needs. One participant pointed out that professional self-development needs emanate from understanding of learners and their behaviour and the teacher develops himself based on the changing behaviour of learners. He also believed that by engaging with CPTD, this might assist him in understanding learners. This is what he had to say in this regard:

> *Eish…the self-development needs, I think are the ones that are so important for me to be in line with because if I don't develop myself, we have new kids who are thinking in a different way, like the 2000s* (learners born during the year 2000)*, so I must align myself with the behaviour of those learners due to the knowledge that I will get whenever I develop myself because if I don't do that I am still going to treat these kids as the kids that I taught 10 years ago which will make a huge conflict between me and these kids. But if I develop myself in this structure of CPTD it will make sure that if I am teaching, I can be able to just come into the same par with the understanding of these kids that we are teaching today* (Participant S3T3).

More participants asserted that they were identifying their professional development needs through looking at the performance of learners. They believed that by looking at the performance of learners, one may see where one was lacking and then developed herself accordingly in that particular area. When the performance of learners in assessment tasks is not good then the participant will then develop herself. One participant pointed out that if learners are failing the subject, that might compel the participant to develop himself so that he can be able to assist his learners. He then communicates with colleagues or teachers from other schools as a way of professional self-development. This is how he put it:

> *Because we are teaching learners, the way to see needs is through their good or bad work, you see with the results of learners, judging from the number of learners that are able to pass and how many failed. This, where you can see that in that particular content more learners failed in a certain question or in this topic and that means I am lacking* (Participant S4T5).

Other participants identified their needs through challenges they face when teaching and that involved teaching methods, content of the subject and assessment skills. One participant identified her professional development needs by looking at the kinds of challenges she faced in teaching. The same sentiments were uttered by another participant who declared that challenges he encountered in class made him realise that he needs professional self-development. To develop himself he would then consult with peers. The same sentiments were shared by another participant who also indicated that he identified his professional self-development needs through challenges encountered in class. He referred to skills for assessment as something that might equip her to face challenges encountered in class. This is what he had to say:

> *Mmmh…maybe I would say I identify my needs by…maybe the needs I require maybe are more skills for assessment. Yaa, I need that and I need to know about other teaching methods since the students that we are teaching are different so there are some when you use other teaching methods that you studied, you find out that they are not working. So, I need more teaching methods. And also, that I become fully oriented with new technology. I know that in some areas I lack and at this point in time a person needs to be advanced in technology* (Participant S3T1).

The other participant who identified professional development needs through the challenges he faced in class was Participant S4T1. He was also critical of his School Management Team members who did not provide enough support once he had identified his professional self-development needs. This lack of support made him to just teach and to not worry about developing himself. He mainly cited challenges when it comes to Life Sciences practical and he asked other people, but they referred him to the internet. When asked how he intensified his professional self-development needs, this is what he had to say:

> *There are so many areas where I wish I could be developed but looking at the current situation it is difficult. I am someone who is well equipped with identifying my own weaknesses, I can see gaps, and I can see my shortfalls and everything. There are areas like the setting of practical, I need someone who can possibly develop me in that scenario, but unfortunately I have been asking people they say why browse over the net* (Participant S4T1).

Other participants identified their needs through demands from the department, as well as from their immediate supervisors. One participant identified her needs by looking at her colleagues. She indicated that when looking at other professionals and understanding of colleagues, she saw the need to develop herself. Another participant realised her professional self-development needs when she attended workshops. When attending workshops and saw how other teachers were doing, she realised that she required development especially in areas like technology. This is what this participant had to say:

> *I think what I can say I really need; I can say is technology where it comes to data since most things require online courses so that I can develop myself. Why I am saying online it is because we are now busy in life we cannot attend classes and stuff. I need such a course since when it comes to workshops that we use to have as educators, I used to see I am far behind and I think I need to teach myself other things* (Participant S4T4).

The understanding of one's needs might be important because this is how one might get assistance. However, it is very important for teachers to know the areas where they need to be developed. I also looked at teachers' Personal Growth Plans because these were also believed to be one of the ways of identifying one's needs. In School 1, School 2 and School 4 participants had no PGPs. It is important to point out that PGPs were provided through the IQMS processes as a way in which teachers could identify their needs. In School 3, only one participant, Participant S3T1, was able to provide a completed PGP. In her PGP she indicated that she wanted to be assisted with Criterion Number 10: Decision making and responsibility. The extract from her PGP indicated that she wanted to be helped in the following manner:

> *Decision making and responsibility – where there are unforeseen circumstances to come up with alternatives* (Participant S3T1).

However, one would have expected that something would have been said about Criterion Number Five which dealt with professional development in the field of work and participation in professional bodies. When looking at the minutes of meetings of staff, SMT, subject meetings and DSG, there was no evidence of discussions around PGP.

5.4 Conclusion

This chapter presented a descriptive analysis of data generated from thirteen participants and documents analysed from four schools where my participants came from. The analysis here was grounded on exploring teachers' understandings and practices of professional self-development. In this regard I enquired about teachers' understanding of the term professional self-development and professional development. The findings revealed that teachers had little comprehension of professional self-development and the non-availability of important documents was an indication that the issue of professional self-development was not taken seriously. This chapter also looked at teachers' practices of professional self-development. The focus was on courses attended by teachers. In Chapter Two, I stressed the importance of workshops and courses for teachers and how these might contribute to professional self-development. The findings revealed that there was lack of participation in professional self-development. The limited discussions on workshops revealed that schools were not seriously engaged in developing teachers. The main focus of this chapter was also on finding out how teachers identified their professional self-development needs. It became clear that the way teachers pinpoint their professional development needs was grounded on things that were not

substantiated by their PGPs. Since the Personal Growth Plans were not available, it became difficult to know how teachers identified their needs. The findings revealed that they just based their needs on their general requirements and that became a problem since their needs were not recorded down.

This chapter also looked at whether teachers saw any relationship between Integrated Quality Management System and Continuing Professional Teacher Development processes. In Chapter One, I indicated the link between IQMS and CPTD. The findings revealed that the majority of teachers seemed not aware of the fact that IQMS was there for teachers to use in identifying their professional self-development needs and engage with CPTD to solve their needs. The focus was also on CPTD workshops attended by teachers and their value to teachers. In Chapter Two, I discussed the importance of workshops for teachers. CPTD workshops were supposed to provide more information to teachers regarding their professional self-development. Findings revealed that teachers were not attending CPTD workshops. There seemed to be a problem in the propagation of information regarding CPTD since a huge number of teachers were not cognisant of such information.

The focus was also on motivation for teachers to participate in professional self-development. The outcomes uncovered that professional self-development might be based on individual's own needs. However, the issue of money and opportunities for growth were seen as the main motivating factors. In Chapter Two, I discussed various models that might be used in order to motivate teachers to engage in professional self-development. Again in Chapter Three, I presented various theories that might be used in motivating teachers to participate in professional self-development. I also emphasised the magnitude of the "self" in the process of teacher professional self-development. Finally, this chapter focused on how teachers perceived the Continuing Professional Teacher Development activities. However, a comprehensive analysis and participation of teachers in different types of CPTD activities will be made in the next chapter. The findings revealed that a huge number of teachers were not cognisant of professional development activities and that might result in pitiable participation in professional self-development. The next chapter presents data on the kinds of professional self-development initiatives and the practices teachers engage in as a way of developing themselves.

CHAPTER SIX

KINDS OF PROFESSIONAL SELF-DEVELOPMENT INITIATIVES AND PRACTICES TEACHERS ENGAGE IN

6.1 Introduction

The previous chapter (Chapter Five) analysed and presented data concerning teachers' understandings and practices of professional self-development. Chapter Six presents an analysis of data concerning the "kinds of professional self-development initiatives and practices teachers engaged in during their professional self-development processes". The first part of this chapter focuses on professional self-development initiatives. These are flagged into three professional self-development initiatives that emerged during my analysis of data namely: (a) Academic study, workshops and reading, (b) Personal Professional Development Portfolio (PPDP), (c) Communication of professional self-development needs. The second part of the chapter focuses on professional self-development practices namely: (a) Continuing Professional Teacher Development activities, (b) Type 1 Activities (Teacher Initiated Activities), (c) Type 2 (School Initiated Activities), and (d) Type 3 Activities (Externally Initiated Activities).

The data presented here are about the kinds of professional self-development initiative and practices that teachers engage in. As I indicated in Chapter Five, it is very significant to indicate that only descriptive analysis of data is done in this chapter and literature will not be used at this stage but will be injected in Chapter Eight. This chapter also encompasses a review of relevant documents to enhance the discussion about what emerged from the interviews with the teachers. This enabled me as the researcher to establish the relationship between what participants were saying and what was recorded in their schools as an indication for their participation in professional self-development through the CPTD processes.

6.2 Data presentation

In Chapter Two, I indicated that it was very important for teachers to continually participate in professional self-development initiatives. The following is a presentation of data in relation to the two themes (a) Professional self-development initiatives and (b) Practices of professional self-development.

6.2.1 Professional self-development initiatives

My analysis of data revealed that teachers engaged in professional self-development in various ways. This section aimed at finding out what kinds of professional self-development initiatives teachers engaged in and why they engaged in such fashion.

6.2.1.1 Academic study, workshops and reading as teachers initiatives

The perception that developed from the data was that of professional self-development initiatives that teachers were engaged in when developing themselves professionally. Participants were asked the following question: *What kind of professional self-development initiatives do you engage in?* Some participants indicated that they engaged in professional self-development through academic studies. One participant indicated that he engaged in professional self-development but when further asked to clarify, it became clear that he was just planning to register. Looking at the profile of this participant indicates that he was not actively engaged in professional self-development. With the experience of 20 years, he only obtained a diploma and a certificate. I got a sense that for the past 10 years, this participant was relaxing in terms of self-development and was not developing himself. Another participant indicated that he was registered online for Teaching English to Foreign Language Students (TEFL). Another participant was registered for Master's degree and was furthering his knowledge on Life Sciences. With 7 years teaching experience but the participant was already registered for masters. This suggested that he was actively engaged in professional self-development. Her focus was on developing knowledge of her Life Sciences subject. This is how he responded to the question:

> *Ok…currently, I am registered for a Master's degree where I try to develop myself. It is under curriculum studies but my research is based on Life Sciences which is the subject that I am teaching* (Participant S1T3).

Other participants indicated that they developed themselves through workshops and courses. These are some of the ways of professional development and they may take a short period and are designed to address pressing issues at a particular time and may be characterised by short-term activities. When asked what professional self-development initiatives they are engaged

in, a large number of participants pointed out that they used workshops to develop themselves. These participants responded in various ways.

One participant said that she developed herself through going to workshops. In these workshops the discussion was normally around particular subjects where teachers refine their current knowledge or receive new information regarding teaching and learning. They were taught how to present particular topics. When looking at the profile of Participant S1T2, I noted that with an experience of 25 years, he had only done a diploma, a certificate and Bachelor degree. This seemed to suggest that for professional self-development, he relied mainly on workshops. It is important to note that workshops could not be regarded as the only way for developing teachers but academic development is also important. Workshops seemed to be the common method of developing teachers. Another participant who shared the same sentiments as the above participant was Participant S2T1. With an experience of 26 years, this participant possesses a diploma, a certificate and a Bachelor honours degree which, in my view, suggested that professional self-development through academic qualifications was still not taken as seriously as one would expect. Participant S2T1 only relied mainly on attending workshops as a form of professional self-development and this is how he responded:

> *Beside studying and just developing myself like I have said above and attending workshops, that is what I am developing myself with* (Participant S2T1).

Workshops seemed to be to most preferred way for professional self-development for a number of participants and Participant S3T1 also indicated that he attended workshops. He was also responsible for training other teachers on what he gained from the workshop. He claimed that through report back, he was empowering other teachers in her department. It was not clear whether he was workshopped on school subject or on professional self-development. This is what he had to say:

> *Mmmh…a…right now…yes…that means I am attending workshops, then I also come back here at school and present and run those workshops. Those workshops are organised by the Department of Education and I have to come here and run them to empower my colleagues* (Participant S3T1).

Other participants clearly indicated that they mainly attended the Just-In-Time (JIT) workshops. Just in Time workshops planned by the Department of Basic Education were also attended by Participant S4T2. For her, these were organised for teachers who obtained less than

60% in their subjects. She regarded these workshops as not important for her because she was performing well in her subject but only went there to assist and develop other teachers in terms of subject content. Academically, she was engaged in studying law and was planning to follow a new pathway. One participant indicated that he also attended workshops as a form of professional self-development and the kinds of workshops were called JIT organised by the Department of Basic Education. These workshops related to certain subject that teachers were teaching and were some kind of enrichment. Participant S3T3 also wished to develop himself academically by registering for a master's degree but the requirements did not allow him to register. This is what he had to say:

> *It's only those that we want to attend the three days' workshops that I am referring to that were held at Hilton, then it's the Just in Time workshops that are conducted right now. So, we are attending those. But that one of developing myself professionally I am not yet registered, I failed to register. I am trying to do another B.Ed Honours so that I might be able to do my Masters* (Participant S3T3).

Other participants have initiated something different as a form of professional self-development. One participant indicated that she initiated reading various books based on her Science subject. She also engaged in watching movies to supplement her knowledge. However, one could not be sure of this because Participant S4T4 was unable to show records as evidence that she was engaged in reading. Another participant who shared the same sentiments as Participant S4T4 was Participant S4T5. He indicated that he was engaged in reading books but did not specify what kind of books he was reading. He was also interested in reading newspapers and claimed that it assisted him in professionalism. He believed that reading might enable him to behave in a professional way in the workplace. This is what he had to say:

> *Ei…I think…I think…reading most of the time, reading…it might happen that what I am reading maybe, a book that I am reading talks about what during that time but I think reading, could it be a newspaper, could it be a textbook is able to assist you in your professionalism. Maybe also the way you behave professionally in the workplace? You can get other things from a textbook, not just that it might be training that you are attending, so reading helps* (Participant S4T5).

Some participants seemed to be not worried about developing themselves. These participants were also asked the same question as to what professional self-development initiatives they were engaged in. One participant responded that he was just relaxing, and said:

> *No…hai no there is nothing that I am currently doing. We are just resting; there is nothing that one is doing. We are just resting and doing nothing* (Participant S4T1).

The above responses from the participants were a clear indication that some teachers were not actively engaged in professional self-development. The SACE Annual Report discussed in Chapter Two, Section 2.4 indicated that SACE targeted 24 874 educators to be certificated but only 934, which is only 3.57% of the signed-up educators who met the minimum requirement of 150 CPTD points over a three-year cycle. The analysis showed a lack of participation of educators in their professional development. In Chapter Two, I indicated that developing teachers through qualifications was very important for professional self-development. The analysis of documents failed to reveal any discussion on how teachers might engage in uplifting their academic qualifications and how that might assist them in their teaching. The next section looked at Personal Professional Development Portfolio.

6.2.1.2 Development of Personal Professional Development Portfolio

SACE required teachers to compile a Personal Professional Development Portfolio (PPDP) as an initiative to engage in professional self-development. The SACE Guidelines to compiling Professional Development Portfolio indicated that this portfolio encourages educators to take accountability for their professional self-development. This might be done through identifying areas of strength, participating in professional development programmes and reflecting on their development and practice through compiling professional development portfolios. The portfolio further assists teachers to answer some critical questions about their professional self-development and professional practice. It helps identify ways in which their individual strengths can be optimised, the challenges can be overcome or minimised and how to address the areas that require further development. I believe that this is a very important document in assisting teachers to develop themselves. It is important to note that this file might be available as hard copy or it might be a soft copy. Participants were asked the following question; *Please explain if you developed your Personal Professional Development Portfolio and why you believe this is important.* Some participants claimed that they have developed their Personal Professional Development Portfolios. They indicated that the file gave direction to them and also helped them keep their records. This is how one participant responded:

> *A…the Professional Development Portfolio…I think it helps me in that…it can determine for me where I come from, how much I have achieved, and where I am going to so that I can correct my things* (Participant S2T1).

The responses from the above two participants made me doubt whether these files were available. One participant explained how he thought the file could assist him and it seemed the file was a collection of his previous information and what he planned to do in the future. Another participant described it as if he was referring to the educator's personal file. However, I was able to verify whether these files were available. When I went to collect documents in School 2, I requested Participant S2T1 to show me her PPDP but it became clear that such a file did not exist because I was given an IQMS file. I also requested to see the file for Participant S4T1 in School 4, and he showed me his personal file where he recorded lesson preparations and assessment documents for learners. So, it was clear that the PPDPs were not available and the non-availability might have negatively impacted on teachers' professional self-development.

Some participants knew about the PPDP but they have not developed it yet. One participant indicated that he left it at his former school but this file is often carried by the teacher to the next school as proof as to how far he has gone with professional self-development. Another participant indicated that she was still going to develop her PPDP and she claimed that she already made some copies to put into that file. She also declared that she was aware that such a file was very important and should be there. But I was unable to see the copies she was referring to and I concluded that such work was not yet started. This is how she responded:

> *Not yet, but I have made copies so that I can start developing it, I know that it should be there and what are the documents that are required* (Participant S3T1).

Participant S4T2 was also asked about his Personal Professional Development Portfolio, but she indicated that he had no knowledge of such document. As coordinator of CPTD in his school, he was supposed to know about such a file. She was not even aware whether such file was for CPTD or something else. But when a follow up was made regarding his position as coordinator at school, he also confessed that they made copies so that they could create files for all the teachers but that never happened. He also declared that they were not engaged in CPTD which might be an indication that they were not engaged in professional self-development and this is how he responded:

> *I don't even know what that thing is…is it part of CPTD? You know we just made copies in our school that we are going to do for everyone but it was never done. We just filed them, so we are not doing that thing* (Participant S4T2).

It is important to note that the above Participant, S4T2 was one of the coordinators of CPTD in his school but he had no clear knowledge of PPDP. It might happen that during the workshop, the information was not properly disseminated to the participants in such way that they went back to their schools without knowing what they were going to do. Some participants were asked whether they developed their PPDP or not. One indicated that he was not sure about that because he was thinking about IQMS. He later indicated that he knew the file and he had it at school. To me, it became clear that the participant was referring to his file where he kept his lesson preparations and assessment records and there was nothing in relation to professional self-development. I requested to see that file at school but it was not there and only normal files that were kept by teachers concerning their daily teaching were available. Another participant indicated that he did not have the file but claimed that such a file was very important since it was in the archives of the school. He later indicated that he did have such file but he used to keep it in his cell phone but when I requested to have a view of it, he showed me an article on the internet that was in relation to development portfolio. It became clear that Participant S3T3 was not aware of what he was talking about. This is how he responded to the question:

> *Now it is important because it is becoming the archives of the school. E…eish…I don't know…I don't have mine. I use to put it here in my cell phone when I just go to the workshop. This is my portfolio serious. When attending workshops, I just put it here. It is a soft copy* (Participant S3T3).

It is crucial to note that about six of the thirteen participants showed that they did not develop their PPDP. They indicated that they did not have such PPDP, but they were aware it was very important to have it. Others indicated that they did not have such file and they did not think it was important to them. Others claimed they did not have such a file and they had never heard of it. One participant responded in the following manner:

> *No…I don't have the Personal Professional Development Portfolio. I think it is important to have it since we are obliged to do so* (Participant S1T3).

The above participants who did not have the PPDP seem to suggest that they were not actively engaged in professional self-development. Although others indicated that they attended workshops but they did not implement the workshops' resolutions. This might be confirmed

by the stats indicated in the annual reports in Chapter Two regarding teacher participation in professional self-development. The participation of teachers was not effective and there were signs that even the knowledge of such developmental portfolios was lacking.

Documents were reviewed concerning PPDP and they revealed that such documents that were regarded as critical for professional self-development were not available. For example, School 1, School 2, and School 4 did not have Professional Growth Plans (PGP). Only School 3 had one PGP. The PPDP is a very important document since it maps the way as to how the teacher is going to develop himself/herself. It is structured in the following manner; Section 1: A Personal Introduction and My Management Context; Section 2: My Professional Practice; Section 3: Professional Development and Section 4: A review of my professional development portfolio. The PPDP was designed in a manner that it was going to remain and develop with the teacher through their career span. The non-availability suggested that professional self-development was not taken seriously. This also indicated that teachers' understandings of professional self-development might be limited. The next section looked at how teachers communicated their professional self-development needs.

6.2.1.3 Communication of professional self-development needs

In Section 5.3.4 of Chapter Five, participants indicated how they identified their professional self-development needs. I regard knowing how to communicate professional self-development as an initiative to engage in professional development. This section required participants to indicate how they communicate their professional development needs and the following question was asked: *Explain how you get the opportunity to discuss and communicate your professional self-development needs with the SMT or any other structure in your school.* Some participants responded by saying that they communicated their professional self-development needs through their immediate supervisor, the Departmental Heads. One participant indicated he usually talk to the Departmental Head who then informed the principal that a particular teacher wished to engage in professional self-development. Another participant pointed out that in their school they were usually given new subjects to teach and that required acquiring new skills for teaching that particular subject. He was referring to being developed in the skills for presenting particular topics. It was not clear again here whether such communication was

done during a meeting or it was just informal talk with his superior. This is how he responded to the question:

> *I talk to…my HOD…since a…here at school we do not specialise, you are changed each and every year and find yourself teaching another subject. So, I think every time if I am allocated a new subject, just like this year they gave me Grade 12 in Life Sciences and I have never taught Grade 12, so I do require to be developed on how to…in that how to tackle other topics. Yes, what is the easiest way and approach to those topics?* (Participant S1T3).

Other participants indicated that they communicated their professional self-development needs with the SMT. One participant indicated that she just informed the SMT verbally and did not write anything down. Another participant indicated that she communicated with the SMT. She just contacted any member that was available during that time. However, the SMT members are specialist who deal with a particular subject and it becomes unlikely to communicate with any SMT member but the one who is your immediate supervisor. However, I did request to see a copy of the open-door policy but the participant indicated that this was just a saying and how things were done, there was nothing written down. It was also unlikely for PL1 educator to sit in an SMT meeting since my participant claimed that he attends SMT meetings. In these meetings, the principal gives them opportunities to talk about their professional self-development strategies and activities. It is important to note that in Section 6.2.2.3, the same participant indicated that in Type 2 activities they were developed by the principal but when I requested the minutes, he indicated that they were not recording what was done by the principal. Even the available minutes of meetings did not indicate such engagement with the principal. When asked the question, this is what he had to say:

> *In this school, there is this open-door policy, so at any time if I see that such member of the SMT that I need is available, I make an appointment and then go and share the information that I have pertaining to self-development. And also, we do have SMT meetings, then in those SMT meetings, the principal use to give us an opportunity to talk about the professional self-development strategies that we have and activities, so that we encourage others to be engaged* (Participant S3T1).

There was an analysis of documents from School 1, School 3, and School 4. The main purpose of this analysis of documents here was to confirm how participants were communicating their needs and the obvious documents to look for were the minutes of meetings. The analysis of

staff meeting minutes, and SMT meeting minutes, as well as SDT minutes of meeting from School 1, revealed no evidence of discussions about teachers' professional self-development needs. The analysis of minutes of staff and Language Department meetings from School 3, also revealed no evidence of discussions about teachers' professional self-development needs.

I also analysed documents from School 4 to trace what was said by Participant S4T3 and Participant S4T4. Ten staff meeting minutes were analysed but there was no evidence of discussions around professional self-development needs. Nine SMT minutes of meetings were analysed. One meeting did discuss a structure that was supposed to be created by the school to support learners and teachers. The following is an extract from that meeting:

> *Mr X gave a report about the meeting that took place in Enkanyezi Special School. The school needs to create the School-Based Support Team (SBST) which will address both the learners' and teachers' problems* (School 4).

However, one could not trace the discussion of this committee in staff meetings and also in various departmental meetings within School 4. There was one Science Department meeting where teachers expressed their needs but these were not related to professional self-development. Among other things they indicated that the teaching Life Orientation was seen by most teachers as a great challenge. There was also a shortage of chemicals for Life Sciences especially alcohol. Overcrowding of classes makes teaching a challenge. Learners' discipline was also seen as a problem in some classes especially the Grade 10C and 11C. Problems raised by teachers seemed to occur across all the departments within the school. It was suggested that we needed to develop strategies that could assist these learners. Extra classes were also suggested. It was also suggested that grade meetings be organised with parents. All these had nothing to do with professional self-development.

It is very important to note that it seemed that teachers were given the opportunity to talk about their needs but not even a single teacher raised the issue of professional self-development. One must also point out that it was difficult to confirm the claim of Participant S4T4 that she communicated her professional development needs verbally. Other participants indicated that they communicated their needs through meetings. They used to talk about their needs in departmental meetings. Others took the opportunity to communicate their professional development needs during departmental meetings. The same sentiments were shared by another participant who indicated that he communicated his needs through departmental

meetings. He claimed that he presented his needs but these were not attended to. However, these were not professional self-development needs but just shortages of materials necessary to teach his subject as revealed by the analysis of documents in the previous page. Another participant also indicated that he communicated his needs during departmental meetings within the school. In those meetings he discussed with his Departmental Head regarding his needs but such needs were related to his subject but not professional self-development as the question required. More help also came from the principal in the form of promising to provide more textbooks or with anything that teachers required to engage in operational teaching and learning. This is how one participant responded:

> *Normally, I use to take the opportunity during departmental meetings. Yes, when there are departmental meetings I get the chance to talk mostly with my Departmental Head about my needs I have regarding my subject. So, I make use of departmental meetings. Yes, the principal also gives us the opportunity to say how can we be assisted in our subjects, come forward maybe any textbook, anything, come forward then he assists us* (Participant S4T5).

However, the analysis of documents from School 1 and School 4 showed no evidence of such communication of professional self-development needs. Teachers often talked about subject-related challenges they encountered. Participant S3T3 indicated that he communicated his professional self-development needs with the principal. This participant did not consult with his immediate supervisor the Departmental Head, but he just shot straight to the principal. The kind of consultation I believe was in regard to subject related problem but not professional self-development. The resolutions he claimed he gave to the principal were not clear as to what he was referring to. It was not clear what kind of professional self-development would be provided by the person sourced from outside. This is how Participant S3T3 responded to the question:

> *No, I communicate with the principal. Yes, I just send to the principal, that is what I do. I take it to the principal and the principal and maybe I also give him some resolutions in that if you can do a, b, c or you can get somebody from outside who can come and just assist me or else I may go somewhere for some information, or else get a soft copy of that particular thing* (Participant S3T3).

Participant S2T1 indicated that he was in various committees where he communicated his professional self-development needs. He claimed to be in the Learning and Teaching Support Materials (LTSM) committee that was in charge of ensuring the availability of teaching and

support materials to learners and teachers. It was not clear how such committee also assisted in professional self-development of teachers. This is how he responded to the question:

> *Like me in this school, I am in various committees…that are assisting in this school. Like for instance LTSM is one of the committees where I have more experience and I know what we require. It also assists in the requisitioning of books. I am in such platforms* (Participant S2T1).

Participant S2T2 was also asked as to how he communicated his professional self-development needs and he indicated that as an open person who loved to get advice, he communicated with any person. But what this communication was about and how it was related to professional self-development was not clear. He indicated that as an open person he did not need any meeting but just voiced his needs in public. It was not clear how such encounter could lead to professional self-development. Perhaps, Participant S2T2 was referring to private conversation with colleagues which had nothing to do with professional self-development because if this was official platform, it was supposed to be recorded in a formal setting.

Participant S3T2 was also asked the question as to how she communicates her professional self-development needs and she indicated that she communicates through the Development Support Group (DSG). The DSG is normally formed as one of the IQMS sub-committees with the main purpose to provide mentoring and support to the educator. However, there were no records of such DSG in School 3 to see how this participant communicated her professional self-development needs. Participant S3T2 responded in the following manner:

> *We use to have such a platform where we sit down in the DSGs. Yes, we meet with DSG and then discuss. I then say I need to be developed here and there, I am lacking, and I see I need development, yes, we do meet* (Participant S3T2).

In this section, it became clear that teachers communicated their professional self-development needs in various ways ranging from Departmental Heads, Principals, meetings, committees and DSG. However, documents analysed failed to confirm what participants were claiming because documents revealed no evidence of discussions that were related to professional self-development needs. The next question asked was based on professional self-development practices teachers engaged in.

6.2.2 Professional self-development practices in regard to kinds of professional self-development initiatives

The previous theme of this chapter presented professional self-development initiatives, and this theme strives to further share the light about professional self-development practices teachers engaged in. The focus of this section was based on Continuing Professional Teacher Development activities as practices for professional self-development; Type 1 Activities; Type 2 Activities; and Type 3 Activities.

6.2.2.1 Continuing Professional Teacher Development activities

This section required information on CPTD processes and how teachers experienced the process of participating in CPTD. The main focus was on whether teachers had received any CPTD certificates or not or were they expecting any CPTD certificate anytime soon. The SACE Annual Reports discussed in Chapter Two revealed that teachers were not participating in the manner that was expected by SACE. Participants were asked the following question; *please share your experiences of your participation in some or all CPTD activities and comment on the SACE certificate you have received or about to receive.* Some participants showed that they were engaged in professional self-development activities but their problem was that they were not recording. One participant expressed uncertainty regarding registration for CPTD. He indicated that they registered for CPTD but were later informed to re-register and that might be caused by lack of capturing on the side of SACE. When teachers are required to repeat the process but it is then not attended to, they tended to lack interest because it seemed that people who were implementing the process were not taking the programme seriously. The mistakes made in the first registration might be as a result of the lack of proper explanation. Another participant also indicated that he was not actively engaged in CPTD activities. He attended workshops but never recorded anything. He only reported back to his immediate supervisor and he honestly indicated that he never submitted anything to SACE and also not expecting any certificate. Another participant alluded to the same sentiments as other participants. He cited participation in various professional development activities that kept him committed and he then hardly logged in to record for CPTD. The reason that he also mentioned for his lack of interest was the programme itself was not presented to them in the manner that would make them understand and develop a keen interest. It seemed the importance of logging in was not

understood by teachers and perhaps its complications and disappearing information that needed to be updated also diminished the interest to participate. This is what Participant S4T2 had to say:

> *Nothing…probably because I may be engaged in so many professional development activities but I hardly ever log in and put in the information there. Yes…but to go and record, no I have never done that. Maybe the other thing that caused me not to record is the way how this thing was brought out, I think it was not brought out correctly or it was not rolled out properly* (Participant S4T2).

The above responses from the participants is an indication that the teachers' understandings of professional self-development and the practices they were engaged in revealed lack of information. The dissemination of information and the training of teachers to engage in CPTD was not done in a manner that was understood by teachers. This then might have led to teachers not developing a keen interest in participating in their own professional self-development activities. Other participants pointed out that they were not sure because they thought something was submitted to SACE through workshop facilitators. They also indicated their files were not developed according to the various types of CPTD activities. They indicated that they were not expecting any certificate anytime soon. One participant pointed out that he was not expecting any certificate because he did not submit anything. Even with the workshop she attended, she was not sure whether points were submitted to SACE or not because the facilitators promised to submit on her behalf. The tendency of relying on others to submit records as proof that he attended certain workshops led to the participant not knowing what was submitted on his behalf. He did not even worry himself about checking with SACE to find out what was submitted and how many points he already earned. Another participant was not sure whether he would receive anything from SACE and he indicated that the problem was that he did not even know how to record activities covered and he was also not aware what constituted various activities. He indicated that he did not know how to access the site where he can record his scores. This is what he had to say:

> *Ai…I don't know whether I am about to receive something but, maybe there is something I may receive because even this file is not compiled according to the stages like where there is level 1 where you develop yourself; level 2 the school develops you and level 3 the department of education develops you. You know we don't have access where we can record with SACE that…because we were supposed to take it to the computer, then the computer must capture it automatically. We just did what they*

informed us to do but we never received results. In other words, the system is not active the way it is supposed to be because the things I wrote, they are not in the computer. I also do not have knowledge that we are supposed to receive certificates…I really did not have knowledge about that (Participant S3T3).

This is an indication that the CPTD programme may have not been properly explained to teachers. He also thought that the scores would be automatically captured by the computer which seemed impossible because he was supposed to feed the computer once he completed certain activities. Failing to understand how the process of CPTD works might result in teachers not participating actively in professional self-development. The fact that Participant S3T3 did not have knowledge that they would receive certificates after reaching certain points was an indication that he did not understand how the programme works.

Other participants were asked to please share their experiences of their involvement in some or all CPTD activities and comment on the SACE certificate they have received or about to receive. These participants indicated that they were not participating in the programme that was meant to assist them with their professional self-development. Their responses suggested that they knew about the project but they had not started. This is how one participant responded to the question:

There is no certificate that I have received because I haven't started with activities (Participant S3T2).

Some participants stated very clearly that they were not aware and also had no knowledge of such types of professional development activities; hence, they were not expecting any certificates from SACE. Participant S1T3 claimed that she did not even know the categories of professional self-development. It became clear that such information might have not been provided by the school and this participant never attended any workshop on CPTD. He asserted that the principal did submit for the school, but I am not sure what was submitted by the principal because the submission of professional self-development points remained the responsibility of the participant. I have never heard of any certificate awarded to schools for holding meetings. This is what one participant had to say:

Unfortunately, I don't know what a Type 1 is, Type 2 activities. As an individual, no I have never received anything but the school I think has received silver…yes. The school said the certificate was for holding meetings and some activities. The principal submits

but as an individual, I have never submitted and I am not yet registered for activities, I haven't received anything (Participant S1T3).

About four participants were asked to please share their experiences of engaging in some or all CPTD activities and comment on the SACE certificate they have received or about to receive. One participant was not sure whether the meetings he attended were also viewed as part of CPTD activities. Another participant did attend workshops but did not reach the required number to qualify for a certificate. This is how one participant responded:

Up to now, I haven't received anything because of the minimum number of workshops I have attended in terms of achieving the minimum required points (Participant S2T1).

The above responses from participants confirmed what was stated by the SACE Annual Reports in Chapter Two that the participation of teachers in CPTD was not going according to what was anticipated by the SACE. The analysis of documents also revealed no evidence of discussions around awarding of certificates for completing CPTD activities. There were no discussions around the three types of professional self-development activities. There is general perception that there was less comprehending of professional self-development from the participants. In the following section, I focused on teacher participation in Type 1 activities.

6.2.2.2 Type 1 Activities

In Chapter One, I indicated that developing teachers professionally has been regarded as a means for recording and tracking achievement of teachers through awarding points according to a certain schedule approved by South African Council for Educators. These points are credited for various professional development activities. This was done so that teachers might accrue PD points by being involved in three types of professional development activities, namely; Teacher Initiated Activities also called TYPE 1 Activities, School Initiated Activities also called TYPE 2 activities, and Externally Initiated Activities also called TYPE 3 activities. In this section, the focus is on the activities initiated by teachers to professionally self-develop themselves and also to tell how those Type 1 activities assisted them in teaching their subjects. A summary of Type 1 Activities is indicated in Table 9 below

TYPE 1 PD ACTIVITY	PRE-DETERMINED PD POINTS
Attended four (4) Educational Meetings (Between January and November) 1. 2 X 3-5-hour Teacher Union Regional/Branch Education Meeting (focusing for example, on ELRC draft resolutions on the table, CPTD Management System and IQMS, Teacher Union Collaboration Projects) 2. 2 X 1-2-hour Teacher Union Site Meeting (focusing, for example on feedback on CAPS implementation, Labour-related matters, updates on teacher union matters, updates on matters in the ELRC, feedback on the implementation of the CPTD Management System) 3. Principals Network Meeting (3-hour meeting focusing on: school discipline, instructional leadership, and others) 4. 4-hour Breakfast Session organised by AMESA for Mathematics Teachers 5. 1-2-hour community-based meeting where you are discussing a community project you participate in 6. 2 – 3 hour SAPA meeting (focusing on, for example, Principalship standards, curriculum management, and others)	5 Points
Conferences / Symposium / Workshops. For example, 1. 2 days and more National Conference (for example, AMESA June in Kimberly, SAPA October in PLK) 2. Half-Day workshop session on Assessment by private providers / NGO / Examination Board 3. 2 days' teacher union educational policy/leadership conference 4. Half Day workshop session on how to teach reading by an NGO / Private Provider 5. 1 and ½ day conference by the Department of Environmental Affairs (DEA) and Fundisa for Change (NGO) on Environmental Issues for Teachers and Teacher Educators	15 Points 7 Points 15 Points 7 Points 10 Points
Member of and Participation in Professional Learning Community / Professional Association for a Year	10 Points
Reading Educational Material From Teacher Union Publication / Journal or Periodical / Newspaper / Thesis / Books	5 Points (for **two reading sources used in six months**) OR 10 Points (for **four reading sources used in a year)**
Researching and presenting at the educational meeting, conference, seminar, workshop, radio, TV	10 Points (**January – June) or 20 Points (January – December)**

Table 9 *Type 1: Summary of Teacher-Initiated PD Activities with Pre-Determined PD Points (Adapted from SACE Professional Development Points Schedule)*

Participants were asked the following question: *Please talk about Type 1 activities you have initiated and how these activities have assisted you (if at all) in your teaching.* Some participants were not sure what constituted Type 1 activities. They focused on classroom activities that they have done but not on their professional self-development. These ranged from organising excursions, homework club, debating society, and study camps. One participant indicated that he wanted to engage in practical work but he needs someone to first mentor him. The responses given by participants revealed a limited understanding of what was involved in Type 1 activities. Participants thought that anything they engaged in could be regarded as a professional self-development activity. Anything that fell outside Table 9 above might not be regarded as Type 1 activity. Another participant was engaged in learner activity and thought that was professional self-development activity. He indicated that as Tourism teacher he organised learner visits to neighbouring areas where they would get more information. It is important to stress that this was just an enrichment for learners and had nothing to do with Type 1 professional self-development activities. This seemed to suggest that the participant's understanding of professional self-development was lacking. Even the initiative of teaching practical work to learners could not be regarded as an activity for professional self-development. This is how Participant S4T1 responded to the question:

> *I am teaching Tourism and if there is an area where learners are not understanding, then I need to develop myself and visit places where I will take my learners and get more information. So that is my own initiative. A…I was going to start the one on practicals but I was searching for a person who will be my mentor who will guide and advise me as to how are they supposed to be done because here at school we do not have practicals that we can do by hand because we do not have materials because those practicals that require theory are difficult for me* (Participant S4T1).

The non-availability of documents to confirm what these participants were claiming made it very difficult for me to believe that they initiated anything in relation to Type 1 activities. In School 2, Participant S2T1 initiated excursions for learners while Participant S2T2 initiated Homework club for learners. However, documents from the school did not show any discussion of such activities. Moreover, Table 9 above did not list organising excursions or Homework club as something that was part of Type 1 activities. Again, these did not contribute to teachers' professional self-development. In School 3, Participant S3T1 initiated a debating society while Participant S3T3 initiated study camps, these were not recognised as Type 1 activities and it

was not clear how they contributed to the teachers' professional self-development. Documents from the school showed no signs of discussions of such activities.

In School 4, Participant S4T1 claimed that he organised visits to neighbouring areas for learners to engage in practical work since he was teaching Tourism. The following extract was taken from the minutes of the SMT meeting held on 10 June 2019 at 9h30:

> *It was proposed that the subject packages in FET will be as follows in 2020:*

Package 1	*Package 2*	*Package 3*
English	*English*	*English*
IsiZulu	*IsiZulu*	*IsiZulu*
Life Orientation	*Life Orientation*	*Life Orientation*
Business Studies	*Accounting*	*History*
Economics	*Physical Sciences*	*Geography*
Accounting	*Life Sciences*	*Tourism*
Mathematical Literacy	*Mathematics*	*Mathematical Literacy*

> *The school would purchase books for FET 2020* (School 4)

The above extract seems to suggest that Tourism was going to be introduced as a new subject in the school and will be part of Package 3 in School 4. That was an indication that Participant S4T1 would start teaching the subject in 2020 and that made his claim of organising visits to become invalid. Some participants indicated that they initiated networking with other schools but never recorded their activities. This is how one participant responded:

> *I have requested teachers from neighbouring schools to assist but never recorded anything because I did not know that we are supposed to record* (Participant S4T4).

The above was based on assisting learners to learn better and had nothing to do with the professional self-development of participants. It became very difficult to confirm information that was not recorded down and the minutes from School 3 and School 4 showed no evidence of discussions around networking. Participant S1T2 indicated that the activity that he initiated was organising celebrations for individual successes and stated that it led to improved human relations. The activities claimed by Participant S1T2 were not listed in Table 9 where Type 1 activities were listed. This is how he responded:

> *What I have initiated in this school…I am not sure whether this is relevant. If somebody has got a…or human relations, it's like when a person bought a house, we organise, we go and celebrate or if a person is going to give birth or is getting married. The baby shower things I started it from scratch until now, it's like part of the norm. It helps me to be able to communicate well with others and understand teams, the team that I am working with* (Participant S1T2).

Organising celebrations for teachers was not viewed as part of Type 1 activities and it was not clear how that contributed to the teacher's teaching of her subject or how that contributed to the teacher's professional self-development. It might have assisted in developing human relations but was not part of Type 1 activities. The SACE Professional Development Points schedule requires teachers to engage in Electronic Media Educational Activities for 30 – 60 minutes. Teachers were expected to be involved in a total of at least 8 such educational activities per annum in order to earn 12 points. Participant S4T2 indicated that he initiated the activity of watching television but did not record. It was not clear what television programmes constituted Type 1 activity. This is how he responded:

> *The problem is with recording and sending to SACE, as I am saying that we do watch the news, also reading things and say I am going to record but that never happen, no. I do activities but do not note them* (Participant S4T2).

Again here, confirming an activity that was not recorded down became very difficult because I was not sure what programmes were watched by Participant S4T2 and whether such programmes did constitute Type 1 activities. The SACE Professional Development Points Schedule did not indicate consulting with the HOD as an activity that may be recorded and counts as professional development. Participant S4T5 was asked to talk about Type 1 activities he had initiated and how these activities have assisted him (if at all) in his teaching. He indicated that he normally consults with the HOD when there were topics that were difficult but was unable to elaborate on how that constitutes professional self-development. This is how he responded:

> *When there is a difficult topic to teach, I consult with my Deputy Principal and my HOD who then assist me since they are also qualified in my field of teaching. So, I initiated consultation with them* (Participant S4T5).

I went through the minutes of the Commerce Department where Participant S4T5 belonged. The analysis of six meetings held by the Commerce Department and attended by Participant

S4T5 showed no evidence where the matter was discussed. It might happen that Participant S4T5 verbally consulted his HOD but did not record what was discussed. Participant S4T3 did not initiate any activity but was still thinking about starting one. The fact that he was planning to meet with people who were engaged in studying part time seemed to suggest that he had no understanding of what constituted Type 1 activities. This is how he responded to the question:

> *Mmm…a…that means right now there is nothing that I have started even if there was something I was thinking about that I am supposed to start, meaning I need to meet with those who are studying privately so that there is something that I am doing* (Participant S4T3).

Two participants indicated clearly that they were doing nothing in regard to Type 1 activities and they have never initiated anything. This is how one participant responded.

> *I have never started with activities like I have indicated above* (Participant S1T3).

The various responses from participants were a clear indication that for teachers it was still not clear what constitute Type 1 Teacher Initiated activities. It was also clear that they were not actively engaged with CPTD and were unable to initiate activities as was expected by SACE and the department of Basic Education. The analysis of documents across four schools revealed no evidence of Type 1 activities initiated by teachers. This seemed to suggest that the majority of teachers were not involved in professional self-development. It also became clear that they did not receive information regarding Type 1 activities hence they were not aware as to what and how to initiate activities. The focus also went to Type 2 professional development activities.

6.2.2.3 Type 2 Activities

According to SACE Professional Development Points Schedule, Type 2 Activities also named "School-Initiated" activities. These activities are "School-Led" to deal, for example, communal needs raised by a cluster of teachers or the SMT. These may include attending a workshop/course in a school concentrating on discipline, attending meetings, responding to identified needs in the School Improvement Plan (SIP) or Whole School Development Plan (WSDP), applying interventions that address Annual National Assessment (ANA) or National Senior Certificate School Diagnostic Reports (NSCSDR), interventions that deal with the school's Academic Performance Improvement Plan (APIP), and designs that form part of inventiveness developed by the school. Type 2 Professional Development Activities/

Programmes encourage teachers, Departmental Head, Deputy Principal, or Principal within the school to function collectively in addressing school-related professional development needs. It also emboldens school-based or school-focused professional growth, professional cooperation and collegiality within the school environment. Table 10 below lists what constitutes Type 2 PD Activities:

Type 2 PD Activity	**Pre-Determined PD Points**
Staff Development (4 per annum) • Conducting a PD workshop for staff at a school • 3 x Attending and participating in a school-based workshop session. • Providing written feedback to all or a group of staff members on an external project or meeting you participated in.	21 Points (all together)
School Projects • Implementing school project/ Action Research	20 Points
School meetings (10 per annum) • 2 x SGB Meetings • 3 x SMT Meetings (for example, Curriculum Management, Instructional Leadership, Principalship Standards, Record Keeping, School Discipline, Human Resource Management, and others) • 2 x Phase / Subject Specialisation Meetings • 5 x Staff meetings (for example, analysing the results, curriculum, assessment, school subjects, timetabling, planning, CPTD system, and others).	10 points
SUB-TOTAL	**51 Points**

Table 10 *Example of Participation in Type 2 PD Activities (Adapted from SACE Professional Development Points Schedule).*

Participants were asked the following question: *Type 2 Activities are initiated by school for teachers to develop themselves. Which Type 2 Activities were initiated by your school? How do these Type 2 Activities assist you in your teaching?* A large number of participants indicated that their schools did organise Type 2 activities. These included developmental workshops, staff meetings, and training. Participants indicated that these activities did assist them in their teaching. These participants responded in various ways.

Participant S1T3 indicated that in their school they were given training on how to solve problems by using various strategies they developed themselves which assisted them in their teaching. It is important to note that these strategies were not clear and it was also not clear

how they assisted in teaching. He claimed that such strategies were assisting him in understanding individual learner but he was unable to give examples of such strategies. This is how Participant S1T3 responded:

> *Yes, sometimes there are meetings…I can say we have training whereby they explain if you have such a particular problem, they will attend to it but you need to…set for yourself strategies for attending to that problem you are having as a teacher. They assist me because I am able to use those suggested strategies sometimes on how to deal with an individual learner who is a slow learner or who is a progressed learner* (Participant S1T3).

The analysis of available documents from School 1 did not reveal evidence of such workshop taking place at school. Perhaps such a workshop did take place because the school did not give all the documents requested for a two-year period. Other participants indicated that Type 2 activities were organised by their principals in the form of developmental meetings related to curriculum coverage as well as using English across the board. He also indicated that the school organised a function where they gave each other duty loads. It was not clear how that was possible in a closing function since such functions are not formal and above all duty loads are normally given by the principal and formal documents are given to teachers.

Another participant declared that in Type 2 activities, the principal developed the staff within the school. Although he did not say it was Type 2, teachers could sense that it was Type 2 if the principal took more than an hour in the activity. I wondered why the principal did not inform teachers beforehand what kind of a meeting would take place so that teachers may not guess what they were engaged in. It was not indicated what kinds of activities took place in that fashion. It was also indicated that these activities were not recorded down for submission to SACE. One participant indicated that for Type 2 activities in his school, the principal organised what he called professional workshops where he teaches them professionalism, how to become an SMT member, and how to respond to various circumstances. One wonders how people were taught to become members of the SMT because normally a member is appointed through a process of interviews. He also pointed out that the mistake they made was that they did not record these activities for submission to SACE. This is how this participant responded:

> *There are professional workshops where the principal sits down with us and teach us about professionalism and also give teachers some information regarding SMT issues, that how do you become a member of the SMT, how do you handle issues, how do you*

> *handle if ever you come across a hot situation. Plus, if the teachers push you against the wall, do you crack or you just resist. That's what he taught us. We didn't record but we thought the principal was recording. It's just because we take other things for granted while they need to be recorded each and every day. We don't actually record* (Participant S3T3).

Two participants shared the same feelings that their schools organised trips as part of Type 2 activities. This became very clear that the participants were not aware what constituted Type 2 activities. It was also not clear how scuba diving and fishing contributed towards Participant S2T2's professional self-development as well as how it contributed to teaching his subject. She claimed the activities assisted her to overcome fears but they could not be categorised as Type 2 activities. Another participant pointed out that the school did organise developmental trips where the school workshopped them on various issues. These included how to overcome fears, advising people about financial issues. However, it was not clear how this contributed to their professional self-development and how it assisted them in their teaching. This is how one participant responded:

> *A…there is teambuilding. We went to Full Rivers. So, I got assisted just that I am afraid, I am scared of height, but I was made to board a plane there and I was able to face some of my fears. Then also at school, there was a person who came to develop teachers. Or sometimes we have a closing party…that one I organise to make sure that there is somebody who will advise teachers financially on that how to handle finances. It assists me but there are topics that…you request a certain teacher to come and assist you in those topics. Then I ended up developed better in that particular topic* (Participant S1T2).

The above extract from Participant S1T2 did not show how facing fears contributed to the participant's professional development and teaching of her subject. The person that came to develop teachers, we are not told on what areas was that development and how it contributed to teaching. My experience of closing parties is that there is usually no room for formal discussion and the mood of members is always not conducive to proper discussion. Normally outsiders are not invited in such parties and I wonder how such development took place during such situation.

Participant S1T1 indicated that the school installed a computer laboratory where they were taught to use the equipment. However, it is significant to point out that the process of installing computers in schools was the project started by the Department of Basic Education some time ago. Teachers who are trained with these computers are mainly Mathematics and Science teachers. As a Mathematics teacher perhaps, that was how Participant S1T1 was involved. Such project does not belong to Type 2 activities because it is not organised by the school. This is how Participant S1T1 answered the question:

> *I think there is this…Wi-Fi…and…White Board were installed. Laptops were also brought to school and the school invited some white people to assist us to be able to use this equipment in the classrooms. This thing assists a lot because we are able to use it* (Participant S1T1).

Four participants were asked the same question regarding Type 2 activities and they indicated that their schools did nothing in developing them. One participant pointed out that nothing was initiated by the school. Another participant indicated that the school never arranged anything and suspected the school of using autocracy and as teachers, they were just expected to teach and learn only. One participant indicated that he did not remember any Type 2 activity organised by the school and this is how he responded:

> *No…I do not remember; I don't know whether I am lying. I cannot remember when was it where we went out of the school where we were told it was going to be a development session but those who went there said nothing happened* (Participant S4T3).

The analysis of Type 2 responses revealed that teachers were not doing enough to reach the 51 points indicated in Table 10. It might happen that schools were not organising enough activities for teachers to participate or teachers were not actively and willingly participating in Type 2 activities. Some participants simply indicated that nothing was done by their schools to develop teachers. The analysis of documents from School 2 indicated that there were meetings held concerning staff development, leave matters, improvement plan, and workshops. However, these were just discussions but not workshops and the extract of a staff meeting held on 26 March 2018 confirms that:

> *Leave matters: every educator is entitled to take a leave; educators were urged to inform the employer if there is no policy about the leave. It has to be designed, it was agreed that the staff will have to re-convene for policy drafting and discussion, date is*

> *18/4/2018 at 13h00. HOD is informed when the educator will be absent. A departmental official will be invited to address educators with regard to leave matters* (School 2).

The above extract simply indicated that the school was planning to have a workshop on leave matters. But such workshop was never traced in the meetings that followed. In School 3, the analysis of documents revealed no evidence of workshops planned by the school to develop teachers. In School 4, the analysis of documents revealed that about two staff meetings discussed leave matters. The first meeting on 25 January 2018 went as follows:

> *The Principal stated that in a cycle we have 36 days and this year is the last year in a 3-year cycle. He also stated that after two days you need to attach a medical certificate. He also stated that he received documents from the leave section for the teachers. He also stated that to avoid that, we need to come to work every day. And at the beginning of 2019, we will have 36 days and 30 days for Annexure A* (School 4).

Another meeting was held on 1 February 2019 where School 4 discussed arranging for a workshop on leave matters and the following was an extract from the minutes of the staff meeting:

> *Leave matters: The principal explained to the staff the procedure to be followed when taking leave, starting from normal sick leave up to the level where a member needs to fill Annexure B. The meeting resolved that the principal should invite the leave section from District Office to do presentation on leave matters* (School 4).

In School 4, a workshop on leave matters did take place later in 2020 and as part of the staff members in that school but teachers did not record their PD points for such workshop. The analysis of the above documents showed a clear indication that some schools were making efforts to develop their teachers but others only had intentions. One must also note that some schools did organise School Governing Body (SGB) and parents' meetings and even invited teachers to such meetings but we never recorded after attending such meetings. The following section focuses on Type 3 activities that were externally organised.

6.2.2.4 Type 3 Activities

According to SACE Professional Development Points Schedule, Type 3 activities comprise full qualifications, short courses, and skills programmes. These activities are originated by the employer or offered by providers for example private providers, Higher Education Institutions,

NGOs, Professional Associations, and others. According to CPTD Management System Handbook, when SACE commends an exterior provider and endorses the provider's professional development activity, SACE will allocate the correct number of PD points to that activity according to the PD Points Schedule. Each SACE Approved Provider, using a simple electronic form, will report type 3 PD points online to SACE. Teachers record their Type 3 points in their PDPs. What constitute Type 3 Professional Development Points is indicated in Table 11 below.

Type 3 PD Activity	**Pre-Determined PD Points**
4 Educational Meetings (per annum) (BY THE EMPLOYER ONLY) 1. 2 x District Educational Meetings 2. 1 x Circuit Educational Meeting 3. 2 x Independent School Association Educational Meetings	6 Points (all together in a year)
Less than 5 Days Workshop Sessions by **the Employers / SACE Approved Providers / Independent School Associations (Earn PD Points Per Workshop Session) – DIPS/PIPs/PIVOTAL** 1. Attending one-day District office workshop session on new policies and legislation 2. Attending one-day District Teacher Development Centre workshop on ICT 3. Attending 2 days Leadership programme by the teacher union 4. Attending half-day workshop session by a private provider / NGO on behalf of an employer	10 Points (1 day) 10 Points (1 day) 15 Points (2 – 5 days) 5 PD Points
Conferences / Seminars / Summits / Indabas etc. 1. Attending half-day seminar by the employer on corporal punishment 2. Attending 1 and half-day education summit or indaba by the employer or SGB / Independent School Association 1 x 30 minutes one-on-one onsite support by the Subject advisor / office-based official 1 x 45 minutes group (e.g. intermediate and senior phase teachers) onsite support by office-based officials	5 Points 10 Points 5 Points 5 Points

Table 11 *Example of Participation in Type 3 PD Activities (Adapted from SACE Professional Development Points Schedule).*

Participants were asked the following question regarding Type 3 PD Activities: *Are there any Type 3 Activities (initiated externally) that you are engaged in? Name a few if any. How these Type 3 Activities are assisting you in teaching your subject?* Some participants were engaged in academic qualifications. These might assist them in teaching their subjects. Another participant indicated that her academic qualification might assist her in understanding legal terms she might come across. Professional development requires a continual process of change/transformation but may be based on various stages of knowledge and skills acquisition, as well as experiences of the individual. This is how one participant responded to the question:

> *I am currently doing LLB part-time. Maybe it may assist because there are some concepts in which one would bump into that I know there might be legal terms in English teaching as to how I would easily explain those because it is something that I know* (Participant S4T2).

Other participants pointed out that the only Type 3 activities they were engaged in were the workshops organised by Department of Basic Education. They were asked to talk about any Type 3 Activities (initiated externally) that they were engaged in. They were requested to name a few if any. How these Type 3 Activities were assisting them in teaching their subject? One participant pointed out that the Department of Basic Education organised a workshop on professional ethics for educators. This means that such workshop focused on the behaviour of teachers but it was not clear why teachers were given such workshop and how it assisted with professional self-development as well as contributing to the participant's teaching. He also attended various workshops and held a senior position there but he was unable to say how these assisted him in his subject. Another participant also shared the same sentiments and pointed out that the only Type 3 activities she encountered were the workshops organised by the Department of Education and these workshops assisted her with more knowledge. The participant claimed that the workshop capacitated him to move from hard copy to soft copy. He also attended JIT workshops which provided more information regarding teaching their subject. It became clear that very little was done towards Type 3 activities. It seemed the Department of Basic Education might have provided not sufficient workshops to teachers. This is how he responded:

> *It is the one for organising workshops. The developmental workshops organised by the department and we used to go there and it assists us with more knowledge. We got information to move from paper to soft copies, yes…because if they communicate with*

us, we also communicate with them through those things right now. Also, the Just in Time workshops assist us a lot especially where you go to a certain place and sit there for three days and do work for the whole year in those three days (Participant S3T3).

Participant S2T1 was also asked regarding his Type 3 PD activities and he indicated that he developed himself through a union workshop he once attended. For Participant S2T1 workshops assisted her in learning to deal with learners that were having a problem in class or learners that were experiencing problems during learning. The attending of such workshops capacitated him to attend to his learners' needs. This is what he said:

Mmmh…like…I am not sure whether that one of unions is also included here. I attended one last year. We were in Newcastle where there was a Teachers' Forum where we were talking more about the teaching profession and its challenges. Coming to my subject, the speakers were telling us more about how we approach problems specific with learners in my specific subject, you know that I don't have to concentrate on one problem learner. I have to give him/her another opportunity where I will allocate more time and try to develop him/her (Participant S2T1).

Participant S1T2 was also asked about Type 3 PD activities he was engaged in. He indicated that he was engaged in church activities and that these were assisting him in his teaching. He took the skills he used in church as a Sunday school teacher and incorporated them into his classroom. It is important to note that church activities were not listed under Type 3 PD activities. It is also important that there was no correlation about what is taught at Sunday school class and a high school class. Sunday schools deal with young kids while high schools have learners that were matured and might not be assisted by Sunday school activities. This is how he responded:

There are those that are organised by the church…but…they mostly help in human relations because in church we always got, like I have said that in the church I am a Sunday school teacher, we have children's camp. So, the more I communicate with children outside, so I was able to understand learners better. So even when I come back to school, I understand my learners better (Participant S1T2).

Participant S2T2 indicated that he was a facilitator for an NGO and he claimed this contributed to her professional self-development. This is how he responded:

> *Yes…as I said that once before I was a Love Life facilitator. From the Love Life NGO still today I am still part of them. I go to schools, encouraging learners* (Participant S2T2).

About four participants indicated that they were doing nothing. One participant indicated that he was currently doing nothing due to lack of funds. He said he wanted to do masters but his qualifications indicated he was supposed to do a Bachelor Honours degree before thinking about masters. This was very clear that this participant was not actively engaged in professional self-development. This is how he responded:

> *Currently I am doing nothing. Not that I am happy about that but I have limited funds. To continue but funds are not allowing me to do that. I wanted to do masters but money did not allow me to do that* (Participant S1T1).

In analysing documents like minutes of meetings, staff development plans, school development plans, one could not trace evidence of the academic engagement of educators. Some minutes did reveal that teachers were engaged in attending workshops. However, there was no clear plan in the attendance of these workshops, and was also not clear how teachers reported back after attending workshops.

6.3 Conclusion

This chapter presented an analysis of the kinds of professional self-development initiatives and practices teachers engage in. This chapter focused on professional self-development initiatives and discovered that teachers were not actively engaged in professional self-development. A further look at the issue of developing a Personal Professional Development Portfolio revealed that teachers did not develop such a file which might allow them to map a way forward and show how they are professionally developing themselves. This chapter also focused on how teachers communicate their professional self-development needs. The findings revealed that teachers did not have proper communication channels. Even though they indicated the structures they used to communicate needs but documents revealed that such was not taking place.

This chapter also concentrated on professional self-development practices of teachers. It became clear that a huge number of teachers were not worried about developing themselves

academically. Teachers relied mainly on workshops in developing themselves. The workshops attended were subject-related but nothing specifically focused on professional self-development. An analysis of Continuing Professional Teacher Development activities was also undertaken in this chapter. The findings confirmed what was brought to light by SACE Annual Reports discussed in Chapter Two. The reports indicated less participation of teachers in professional development activities. Findings further revealed that almost all the participants were not expecting any certificate from SACE because they did not complete the expected activities designed for them. This chapter also looked at Type 1 activities that were initiated by teachers and the analysis revealed a great confusion since teachers were not aware of what constituted Type 1 activities. The chapter also looked at Type 2 activities and the findings revealed that schools were not initiating enough activities for teachers to develop themselves. Finally, the chapter focused on Type 3 activities that were supposed to be initiated by external bodies but the findings revealed that very little was done and only few workshops were planned by the Department of Education. The next Chapter Seven will focus on the challenges encountered by teachers and the support provided to teachers in leading their professional self-development.

CHAPTER SEVEN

CHALLENGES ENCOUNTERED AND TEACHERS' ATTITUDES TOWARDS PROFESSIONAL SELF-DEVELOPMENT

7.1 Introduction

The preceding chapter presented and discussed the kinds of professional self-development initiatives and practices that teachers engaged in. This chapter forms part of the two preceding chapters, that is Chapter Five and Chapter Six that form part of data analysis and presentation. This chapter will focus firstly on the challenges encountered by teachers when they engaged in professional self-development. Secondly, this chapter will also touch on the kinds of support that was provided to teachers when they engaged in professional self-development. It is important to point out that like in the preceding two chapters, only descriptive analysis of data is done and no literature is injected in the discussion in this chapter. Like I indicated in Chapter Five, descriptive analysis presented in chapter will not include the literature.

7.2 Data presentation

The information presented in this chapter is based on the views and responses of the participants. Data were presented firstly, according to the challenges encountered by teachers when they engaged in their professional self-development. Here, the participants informed me about, (a) What they saw as challenges to their professional self-development; (b) Challenges with the IQMS or the CPTD processes. (c) Hindrances encountered in addressing challenges. The second part of this chapter is based on the attitude of teachers towards support provided in professional self-development. This section highlighted three kinds of attitudes namely, (a) Empowering teachers to lead their professional-self-development. (b) Attitude towards the need for teachers to lead their professional self-development. (c) Attitude towards sources of support for teachers during professional self-development. In this chapter I also review documents in regard to challenges and attitude of teachers when they were engaging in professional self-development.

7.2.1 Challenges encountered by teachers during Professional Self-Development

The analysis of data regarding the challenges encountered by the teachers generated three themes, namely; (a) Lack of funds and heavy workload; (b) Challenges with the IQMS and CPTD processes; and (c) Challenges in addressing obstacles encountered.

7.2.1.1 Lack of funds and the burden of heavy workload

Participants were asked what they saw as a challenge to their professional self-development. Six of my participants saw the lack of financial resources and financial incentives as the main stumbling blocks to their professional self-development. They indicated that the employer should stop giving a once-off payment when they finish a certain diploma or degree but increase the salary to inspire them to engage effectively in professional self-development. Since there was no increase in salary, they did not see any reason for professional self-development. When participants were asked as to what they saw as challenge to their professional self-development they held similar views that their professional development was thwarted by the lack of money and non-availability of time.

One participant saw money as the main cause for him to not engage in professional self-development. He also saw the shortage of time as one of the things that discouraged him from engaging in professional self-development. This is owing to the fact that the Department of Basic Education has placed more interest in matriculants. So, teachers are expected to spend more time teaching matriculants in such a way that they have no time to engage in their professional self-development. Another participant who shared the same sentiments also saw money as something that stopped him from engaging in professional self-development. This participant believed that if engaging in professional self-development could go hand in hand with salary increase that might motivate them to participate in professional self-development. One participant also viewed shortage of money as something that was discouraging him from participating in professional self-development. He cited the current courses that were so expensive and the unavailability of bursaries. The money problem was also cited by another participant as the main cause for him to not engage in professional self-development. He was so eager to continue with his studies but financial support became a problem. He was emphatic on the fact that even if he decided to study, the Department of Basic Education no longer

allowed teachers to take study leave. This then deprived teachers the opportunity of participating in professional self-development. This is how he put it:

> *Finance! Yes, financial constraints are straining us, and you find out that you are also responsible for many things at home. I just wanted to study right now, I was thinking of registering with the University of Western Cape for Inclusive Education but I need R14 000 what so ever, but I don't have money and I don't want to lie. So financial constraints, if the Department of Education is still doing that thing of study leaves where they will pay for your studies, then I would be far* (Participant S3T3).

Participants seemed to measure their professional self-development with money which is thought of as the main motivator to participate in professional development. Participants across the four schools cited money as key inhibitor to their professional self-development. To find out whether teachers were communicating these challenges of money with their schools or the Department of Education, I went through policies and the minutes of meetings of staff, SMT and various departments within the school. In School 1, documents revealed no traces of any discussion regarding the challenge of money. The policy of the school was silent on the matter of professional self-development or any support that the school could provide. The minutes of meetings presented to me also showed no evidence where teachers were raising the issue of money as something that was stopping them from studying. In School 2, the staff meeting only revealed a discussion of salary increase which appeared to be an update from the principal. The analysis of SMT minutes of meetings also revealed no evidence where teachers were stating the problem of money when it comes to their professional self-development. The analysis of Commerce departmental minutes of meeting indicated that teachers were given an opportunity to express their challenges; however, not a single teacher mentioned a problem regarding professional development or the lack of support in that regard. The extract of the minutes is as follows:

> *General – teachers requested the following: photocopy machines to be fixed; cleaning material; teachers' stationery; charts for classrooms* (School 2).

As I indicated in Table 8 in Chapter Five, the extract from School Development Plan of School 2, the school had plans to develop and empower teachers but teachers did not use that opportunity to state their challenges. There was not much to be analysed in School 3 in terms of the challenge of money as the main issue that discouraged the teachers to continue with professional self-development. In School 4, the analysis of School Development Plan indicated

that there was discussion of challenges faced by teachers during their professional self-development process. However, about two Science department meetings did address challenges faced by teachers but these mainly focussed on different subjects taught by teachers. The following were extracts from such meetings on 2 May 2019 and 6 August 2019:

> *Teaching LO was seen by most teachers as a great challenge. There was also a shortage of chemicals for Life Sciences especially alcohol. Overcrowding of classes makes teaching a challenge…* (School 4).

In these school based departmental meetings, teachers did not make any mention of the challenges they face during professional self-development. About two participants were asked to say what they saw as a challenge to their professional self-development. They cited overloading of work and shortage of resources as the main challenges to their professional self-development. One participant pointed out that there was a lot of work at school and she did not get time to attend to her needs. She also saw the shortage of resources as one of the challenges they encountered during professional self-development. This is how one participant responded:

> *At times you find that there is a lot of work at school and you do not get time to attend to your needs. Sometimes you find out that there is a shortage of resources and you need certain information. It is difficult to ascertain and make sure about the correctness of the information you have on googled. There are no resources here in Estcourt, the library does not have enough, and the library that has everything is not available here* (Participant S3T1).

The current situation in the Department of Basic Education places high demand on teachers to concentrate on teaching and learning and that leaves them with little or no time to engage in their professional self-development. The issue of teachers being overloaded made me take an extract from the minutes of meeting of Commerce department held on 16/01/2019 where teachers were complaining about duty loads and the following was an extract:

Duty Loads

Name of Teacher	*Number of periods*
SM	*48*
NZ	*48*
BZ	*49*
PPM	*48*
ATZ	*50*
SS	*52*
LZS	*40*
SSN	*52*

Table 12 *Duty Loads in a seven-day cycle in School 3*

It is vital to point out that a normal school has 42 periods per teacher in a seven-day cycle if each period takes 55 minutes. The above table seemed to indicate an extreme overload of teachers and one doubts whether these teachers were able to teach all these periods. In response to a question of what she saw as a challenge to her professional self-development one participant mentioned the issue of subject changes which did not give her enough time to gain experience in her subject. Being given a new subject every year limits a person of opportunities to gain experience and develop in that particular subject. The teacher would be forced to learn new content every year and that might not allow for time to engage in professional self-development. This is how she put it:

> *Some of the things that makes me not develop myself is that when you work in this school, subjects are always changed. This year you are teaching this, next year you are teaching that. The minute I am teaching the new subject, I have to embark on developing myself with that particular subject. Next year I am not teaching the subject I am starting afresh a new subject. You need to develop yourself again in that new subject. So, I do not find time to develop myself. I have to develop myself academically. Every day I have to spend time preparing, thorough preparing for that particular subject, getting more knowledge, having to do a lot! So, that one is becoming more challenging. It also disturbed me in continuing with studies because I need to prepare for the new subject* (Participant S1T2).

Another participant was lamenting about the shortage of resources because each learner was supposed to be given one textbook. If there is a shortage, the teacher might be forced to type some work for easy distribution to learners and that forces the teacher to suspend some of the

activities that were related to professional self-development. This is how this participant responded:

> *Things that make me not to develop myself is the shortage of resources. Resources are not enough especially for me as an example, in Grade 12 learners are sharing and I think an individual is supposed to have an individual textbook and study guide but they are sharing. By them sharing, it drags me…it pulls me behind because right now I need to type some slides, make some notes and present them so that all of them can be able to understand* (Participant S1T3).

When one participant was asked about what he saw as a challenge to his professional self-development, he indicated that lack of knowledge was the main challenge and that they were not aware that professional self-development was so important. Anecdotal evidence seemed to indicate that the Department of Basic Education or schools themselves were not encouraging teachers enough to engage in professional self-development. Teaching and producing good results seemed to be the main focal point expected from teachers. Teachers were also not given enough information with regard to their professional self-development and its importance. This participant also saw money as the main stumbling block to his professional self-development. This is what this participant had to say:

> *One is a …there is a lack of knowledge, we do not know much about the self-development if I may put it in that manner. And a…we do not know of the significance of self-development; we see ourselves as humans who are working, and we were programmed to conceive the idea of being fine with everything. And again financially, we as teachers we are earning less. I cannot possible during this financial state that I am currently in, I do not foresee myself engaging in any development of some sort until my financial status is sorted* (Participant S4T1).

One participant indicated that she was aware that there were so many opportunities available for professional self-development. The issue of support provided by the school and the Department of Basic Education were viewed by this participant as some of the challenges she faced. She also indicated that the issue of procrastinating might also be a problem because you might end up not doing anything. It also became clear that schools had no clear method of encouraging teachers to participate in professional self-development. She also pointed to the issue of money which was not enough to allow them to spend on professional self-development. This is how she responded to the question:

> *If one were not to be lazy, there are so many opportunities out there that look into how we evaluate and develop ourselves professionally. But it would just be saying or I will, you know, we sometimes push things aside and say I will see later, procrastination, that I will see later, I will see later and you see the time is not static. I think also in terms of the side of receiving support from the school and the department, there is less that the schools are doing in order to kind of push us, not to say push but motivate us into engaging in these activities even the department there is less of it so that will also be a challenge. Type Three ones would require even money at some point and then you find that it can also be a challenge that we do not have money* (Participant S4T2).

One participant had a different view and pointed to the issue of family responsibility as the main challenge to his professional self-development. He was also in charge of his siblings' education. That forced him to use more money to fund the education of younger family members which left him with nothing to engage in professional self-development. This is how he responded to the question:

> *Perhaps I can say that the challenges at times it's family responsibility. At times you suspend your things regarding your study and attend to things relating to your siblings who are still at school. These are the funds that I have, let me use them for my siblings at home. So, the funds are a problem* (Participant S4T5).

The above responses from participants indicated that there were various challenges that were encountered by teachers in their professional self-development. These challenges vary from lack of money, lack of resources, lack of knowledge and personal factors like general laziness and family responsibility. The issue of lack of support also became very important but this will be discussed further in Section 7.3 of this chapter. Although the participants mentioned various challenges, it was surprising when reviewing documents that there was no mention of such challenges traced from their files or from the various minutes of meetings. This study also looked at the two programmes of IQMS and CPTD to find out if these were not part of the challenges encountered by teachers.

7.2.1.2 Challenges with the IQMS and the CPTD processes

The Integrated Quality Management System and Continuing Professional Teacher Development are programmes designed to assist teachers to develop themselves. In Chapter One, I pointed out that the issue of IQMS itself also has its own challenges. From my own

personal experience, IQMS process has a potential to contribute to teachers' identification of their weaknesses or personal growth needs. When it comes to identification of personal needs, the IQMS process as it is done in schools is shallow, and does not get into the core of teachers identifying their needs. Without an individual identifying his/her own weaknesses and needs for growth and for self-development, and without that being at the forefront, it is unlikely that an individual may have inspiration for the development of themselves and the organisation. Continuing Professional Teacher Development is informed by IQMS but teachers seemed unable to link the two. Teachers seem unable to identify their weaknesses through IQMS and link them with CPTD professional development activities. Consequently, teachers are not using the IQMS system as a way of identifying their weaknesses while it is regarded by the Department of Basic Education as key to identifying teachers' needs. There are many studies conducted in South Africa that point to the fact that IQMS has not been appropriately applied in schools.

An analysis of SACE Annual Reports presented in Chapter Two clearly indicated that the status of CPTD Management System was not good. Teachers were not participating in a way that was envisaged by South African Council for Educators and various challenges were discovered. In Chapter Two, I indicated that various researchers have identified an array of challenges encountered by teachers in the application of Continuing Professional Teacher Development. Participants were asked the question: *Indicate if IQMS and CPTD feature in the challenges you encountered and how?* About four participants indicated that they did not see any challenge with both the IQMS and the CPTD processes. When asked to indicate if IQMS and CPTD feature in the challenges they encountered, this is what one participant had to say:

> *Hai, I don't see any problem with doing IQMS and CPTD* (Participant S2T2).

It was strange to note that these participants who claimed to have no problems with either the IQMS or the CPTD were the very same participants that failed to see the relationship between IQMS and CPTD and it was also revealed that they did not actively participate in CPTD. These participants were unable to produce their Personal Growth Plans they should have developed during IQMS and they also failed to show their professional development activities they initiated. The claim that there was no problem contradicts what they said in the previous two chapters.

The participants were also asked to indicate if IQMS and CPTD also feature in the challenges they encountered when they engaged in professional self-development. They pointed to the issue of the lack of knowledge of IQMS and CPTD. They also pointed out that when these programmes were introduced, there was no proper explanation; hence, they lacked knowledge. They also voiced out that they did not know what they were supposed to know. One participant saw no challenges with the two programmes, IQMS and CPTD. But, he pointed out that the only challenge was that these programmes were not clearly explained to them. Monitoring also seemed to be a problem and there was no feedback given to teachers. According to one participant, there was much that he was supposed to know regarding the programmes that were designed to develop him. Regarding the CPTD, he had less knowledge about it. Although he had some knowledge about the IQMS, but he did not see it as something that might assist him in professional-self-development. This is what he had to say:

> *A...as a…pertaining CPTD there is much that one needs to know so, there is a lack of knowledge pertaining that so I won't comment much. As for IQMS I do not see it as a tool that can possibly help me because we tick the scores and then we file them until next year so it just becomes useless* (Participant S4T1).

The last line in the above extract is critical and is a clear indication that IQMS is done without following its proper guidelines. It was surprising that teachers only entered scores and there was no proper implementation of IQMS and linking it with CPTD. The way IQMS is done is a problem on its own. One participant saw IQMS and CPTD as part of the challenges he encountered when engaging in professional self-development. He pointed to the fact that he did not receive enough information that he was supposed to know. This participant also pointed out that they were not given feedback as to how they performed in IQMS and they were going to be developed. Failure to understand IQMS processes, one may find it difficult to develop himself. This is what he had to say:

> *Ah…I can say they may be part of challenges because some of the things that I am supposed to know as an educator I do not know when it comes to IQMS, it seems like we are just doing it for the sake of doing it because even if I do IQMS I don't get any feedback. So, I cannot develop myself if I do not know where I am lacking* (Participant S4T4).

The analysis of documents across the four schools confirmed what the participants were claiming that not much information was given to them by their schools. The documents like

School Management Plans, SDT and meetings of various structures within the schools failed to reveal how this issue of lack of knowledge was addressed. All four schools failed to produce the CPTD Management Handbook that should have provided better information to teachers regarding what constituted various professional development activities. Other participants indicated that there was a lack of motivation, honesty and resources. In Chapter Five, I highlighted the importance of motivation when it comes to professional self-development. One participant complained that there was less encouragement from the school or the Department of Basic Education who were not motivating them enough to engage in professional self-development. However, the Department of Basic Education does motivate teachers by giving them 1% payment towards their salary for doing IQMS. Currently, it is only CPTD that is done with no increase in salary but teachers only receive points that might lead them to obtaining certificates of recognition but that is not accompanied by money. It became true that some schools were not sufficiently motivating teachers to participate in professional self-development. This is how this participant responded to the question:

> *I think that is also one of the challenges and also that in terms of the side of receiving support from the school and the department, there is less that the schools are doing in order to kind of push us, not to say push but motivate us into engaging in these activities even the department there is less of it so that will also be a challenge. Yes…and also that we are not being paid much so some of these, mostly the Type Two, I mean Type Three ones would require even money at some point and then you find that it can also be a challenge that the money is not available* (Participant S1T3).

In response to the question on indicating whether IQMS and CPTD feature in the challenge and how, another participant indicated that with IQMS, the challenge might be money. He indicated that they were not honest as teachers because everybody gets the same percentage across and no one ever failed IQMS. He said that sometimes, he indicated his needs but it might take a long time before he receives feedback and no one bothers to come back and assist him. This is how he responded to the question:

> *Taking on the side of IQMS, perhaps the challenge is money, you know with IQMS we are not honest because everybody gets the same percentage across, you even think that even if I did not do well, I will still receive the money. Other challenges with IQMS sometimes you indicate your needs and this is what I want to achieve, and perhaps even set a due date but you find out that feedback or report back is not given. No one comes*

back and explain or assist you. When your due date is reached and nothing happened, you become so shy (Participant S2T1).

The above extract also stressed the issue of getting feedback as a challenge when it comes to IQMS. A number of participants above also complained about not receiving feedback which is an indication that this programme aimed at developing teachers was not properly implemented at school level. One participant responded to the same question by saying that IQMS did have a space where she indicated she was going to develop herself and the DSG assisted her where there were problems. This is how she responded to the question:

> *Yes…it is, because IQMS does have a space where you indicate how you are going to develop yourself at school. That means that they are now expected to look for resources that you do not have from your SDT to develop you. It does help because the SDT a…no the DSG, the group that assist you, you are able to report to them regarding your problem and they will then assist you through consultation with SDT* (Participant S3T1).

However, School 3 was unable to produce minutes of meetings of the SDT perhaps, I would have traced how Participant S3T1 was assisted by the SDT. There were also no minutes of meetings revealing such assistance by the SDT. It became clear that the above extract was just an assumption from the participant but not what was actually happening at school. Another participant was also asked to indicate if IQMS and CPTD feature in the challenges she faced when engaging in professional self-development. She pointed to the lack of evidence when it comes to recording. She claimed that he was doing IQMS and CPTD but did not record after engaging in professional self-development. It became very difficult to prove that something was taking place if there was no recorded poof or evidence that something was taking place. This is how he responded:

> *Ai…in CPTD I don't think there are problems except that how do you collect evidence, that is a problem, sometimes you forget that you need to take a picture of what you are doing as evidence that you have done certain activity* (Participant S1T2).

One participant indicated that he did not have any challenge with IQMS. The only problem was with CPTD. He indicated that previously the Department of Education used to give bursaries for teachers to develop themselves but that it was no longer happening. He claimed that the Department of Basic Education was no longer subsidising postgraduate courses. This is how he responded to the question:

> *Hai IQMS does not feature in financial constraints. Maybe CPTD can feature somewhere somehow whereby they used to offer bursaries by the Department of Education but they are so limited and they end up on Diplomas only. Once you upgrade to postgraduate they are no longer subsidising you because one day I phoned the senior circuit manager that I cannot mention by name. I asked him and he said they do not offer bursaries for postgraduate, they only end up with diplomas* (Participant S3T3).

Participant S4T2 was also asked to indicate if IQMS and CPTD featured in the challenges encountered when teachers engaged in professional self-development. She viewed the way these programmes were structured seemed to be a problem. The way they were structured was not assisting in developing teachers. Participant S4T2 responded in the following manner:

> *They do, I think they do in terms of how these things are structured, and they are a problem because they are not structured properly to assist educators to develop themselves. They are meant to develop but the structure in which they are crafted does not assist us* (Participant S4T2).

The above responses from participants indicated that teachers seemed to have less knowledge about IQMS and CPTD. In their responses they focused more on the IQMS and very little was said about CPTD. Even the documents across the four schools did not show any thorough engagement of teachers in IQMS and CPTD. After getting the challenges encountered with IQMS and CPTD, participants were asked to show how they addressed the above obstacles.

7.2.1.3 Challenges when addressing obstacles

The issue of challenges that were raised by the participants in Section 7.2.1.1 and Section 7.2.1.2 above were either not addressed or teachers had to compromise and improvise. Others pointed out that workshops assisted them in addressing the issue of challenges. Others tried to get help but they were unsuccessful. Some participants did not do much in addressing challenges or just let them disappear on their own. Participants were asked the following question*: Explain how you have addressed the challenges you encountered during your professional self-development?* Two participants indicated that they did not try to address the issue of time and that might depend mainly on the duty load since they were highly overloaded and had to spend more time teaching. They even asked for extra classes to try and find time. They also indicated that there was no time at all because they also had other commitments and

ended up having no time to further develop themselves. This is how one participant responded to the question:

> *That one of time is difficult to address because once you are allocated…mainly depends on the subjects you are teaching, so it is up to you that if I did lack, the learners will remain behind. So, the time when a person will cover will be to conduct morning classes. But the time ends up available depending on how you manage it* (Participant S1T1).

More participants were also asked to explain how they have addressed the challenges they encountered during their professional self-development. Their responses were not directed to professional self-development but based on addressing classroom issues. They improvised and sacrificed their time with their families in order to address school issues. That led them having no time at all to engage in their professional self-development. One of them responded in the following manner:

> *Mmm…it's very hard! I have to sacrifice time for my family in order to be able to face my challenges because you will find out that there is another task that I am going to do in the afternoon at home, maybe over the weekend perhaps even on Sunday I am supposed to go to church and thereafter come here to school to finish my things. That is sacrifice of family time* (Participant S3T1).

One participant was also asked how she addressed the challenges and she indicated that he attended workshops. The challenge she was referring to was related to learner assessment not professional self-development. This is how he responded:

> *You see I was talking about assessment, what I have seen as challenges with me, I was having a challenge regarding proper assessment plan but I am still attending workshops and that is where I ask questions from my senior as to how do I do that. The other thing is that we were learning from long time ago and that thing of using computers does assist me press some buttons* (Participant S2T1).

Another participant tried to address challenges by seeking help from others but was unable to get assisted. He also cited personal issues that were depressing him and that hindered his engagement with professional self-development. This indicates that if a person's needs are not addressed, this might lead to loss of interest in other professional activities. Because of problems, the participant also lost interest in engaging in professional self-development. This is how he responded to the question:

> *A…I did try to consult people…people that I thought will assist me but at the end they were unable to assist me. When it comes to knowledge, a…really if you are a person you and always in a depression state, you will not be able to move around searching for knowledge. Because you are not happy internally. So, you always keep yourself behind closed doors and lock yourself* (Participant S4T1).

One participant indicated that she planned to get more knowledge regarding professional self-development. This participant initially indicated lack of knowledge regarding professional self-development. Since she did not receive information, she decided that she should take initiative in seeking information regarding professional self-development. The interview itself provided more information to her and that is why she was then motivated to look for more information. By gathering information, she hoped that it might empower her to address challenges she encountered. This is how she responded to the question:

> *Ahmm…I will start with IQMS and CPTD and since I have four years teaching experience, I have never received information so it is up to me now to find out knowledge and develop myself and find out what I need. Even in this interview I think there is something that I have learned in that when I start searching I know what I will be looking for. It is up to me now I need to develop myself. When it comes to finances, I also think it is my duty to get it. No…I just search on internet* (Participant S4T4).

Participant S4T5 was also asked to explain how he addressed the challenges he encountered during professional self-development and he pointed out that the decrease in family responsibility might allow him to have time to engage in professional self-development. This is how he responded:

> *So…of course there are people I am responsible for, lucky enough last year, and the other one completed a year before last. That gave me an opportunity that I can start saving and save money for myself or use that money I am receiving because I now know that I am no longer using it somewhere else. So those challenges I think they are no longer challenges like before and so I am able to save money* (Participant S4T5).

Participant S4T2 said he did not do much in addressing challenges but he is planning to take a course although he acknowledges that teaching Grade 12 requires a lot of time. This forces him to spend more time addressing classroom challenges which in turn might have an influence in engaging in his professional self-development. He decides to use the quarantine time in focusing in professional self-development. When asked to explain how he addressed the

challenges he encountered when engaging in professional self-development this is how he responded:

> *Ahmm…I haven't done much except as I was saying that there is a course that I am planning to do because I have enough time. Now the time issue is a problem. We teach grade 12, a lot of time is spent at school. You actually have less time that you can use for that kind of development. So, I think having holidays, not holidays but this quarantine where I won't be teaching or doing anything I think I would have enough time even developing myself professionally although I will not be working because mostly during holidays we are working and we don't have time to develop yourself professionally. So, since there is time I think with that time, I said to myself let me register for this course with online for three weeks and maybe get the certificate; there is something that I am going to learn* (Participant S4T2).

Two participants indicated that they either saw no challenges or just let problems disappear on their own. The challenges did not disappear because they were ignored, but they remained there and required a person to take steps towards addressing them. The issue of letting challenges disappear on their own did not hold water but might be regarded as a sign of being lazy. This is what one participant had to say:

> *No, I do not inform anyone until challenges disappear on their own* (Participant S3T2).

The above responses regarding the way in which participants addressed their challenges is an indication that teachers were not aware of the challenges in relation to professional self-development. Their responses mainly focused on classroom challenges and it became clear that they were not engaged in professional self-development. I also went through the documents of the four schools especially the minutes of meetings and I was surprised that there was no mention of any challenges raised by teachers in terms of professional self-development. The following section looked at the support that was provided to teachers when they engaged in professional self-development.

7.2.2 Mind-set of teachers towards support provided for professional self-development

This section focuses on presenting data under three sub-sections. I reported on the data generated regarding the theme "mind-set of teachers towards support provided for professional self-development". This theme was further analysed regarding (a) empowering teachers to lead

their professional self-development. (b) Attitude towards the need for teachers in leading their professional self-development. (c) Attitude towards sources of support for teachers in Professional Self-Development. In this section of the chapter, I have drawn largely on interviews conducted with participants as well as on documents received from the schools.

7.2.2.1 Empowering teachers to lead their Professional Self-Development

Support can take many forms which may include obligatory professional development, monetary support, income supplements, organised time, and induction and mentoring to mention but a few. In Chapter Two, I highlighted the models of continuing professional development that might be espoused and the forms of understanding that might be developed through a particular model. These models might be used as a form of developing teachers.

In regard to support, I asked participants the following question: *What support is being provided in order to empower you in leading your own professional self-development?* Two participants indicated that there was very little support received from the school or from the Department of Basic Education. One participant indicated that they never received any support from the school. He said that he once heard that something was organised for a certain subject, but it was clear that such support was not in relation to professional self-development. It is important that structures are available for the professional self-development of teachers. This is what one participant had to say:

> *No, there is no support that I am receiving. Except the support that I can say was provided by the school was to organise people who came to assist us on how to use computers* (Participant S1T1).

The above extract seemed to refer to kinds of once off workshops that take one or two hours and it is then hoped that people were developed in that particular area which might in turn not yield the required outcomes. About four participants from different schools claimed that they did not receive any support at all and they were confident to say that and this is how one participant responded to the question:

> *Maybe to develop like through workshops. There is no support from the school, no nothing* (Participant S3T2).

One participant was even emotional when indicating that he did not receive support from the school. He even expressed the kind of communication that was not open for discussion but people were just instructed on what to do and were not allowed to express their views. Such

situation is not conducive to effective professional self-development. This is what he had to say:

> *Hai, none, nothing. The school…is even worse; there is autocracy here. Only downward communication, there is no upward communication. We are not expected to challenge orders; we are just being told* (Participant S4T1).

Other participants were also asked about the support that was provided to them in order to be empowered to lead their professional self-development. They indicated that they did receive support from their schools in the form of meetings; peer support during IQMS; workshops organised by the school. One participant indicated that they did receive support when they did IQMS and specifically, referred to his peer who supported her during IQMS. This is what he had to say:

> *From the school there is support of individuals perhaps for IQMS, I do have a peer who gives me support that I need. As colleagues around the school, we do support one another. The principal here at school is the one who gives us a strong support. Then the Department of Education through officials like Subject Advisors and workshops, they give us support. Other colleagues from other Provinces that we connect with regard our subjects especially Tourism, here I teach Tourism, they help us a lot* (Participant S3T1).

When looking at the documents, the above participant was unable to produce his Personal Growth Plan so that one can ascertain that this is indeed taking place in his school. The issue of Principal supporting him was not clear because the participant did not tell how the principal was assisting him. The participant was also assisted by Subject Advisor and workshops he attended in relation to his subject. It is important to note that the participant was focusing on workshops that were related to his subject. It was not clear how he was supported in terms of professional self-development. Participant S3T3 also indicated that she did receive support in the form of material like videos. For me, this kind of support was subject related because it was focusing more on assisting learners. There were no videos mentioned for professional self-development. When asked what kind of support was provided, this is what he had to say:

> *You know the support they give us, they give us soft copies, the software, the videos. Yes …we do have the videos where if ever you have finished certain content you go to the computer centre with the kids and play a video for them. They just strengthen their understanding through explanation from the videos. That one was just good for our*

> *school because we have got…I think…there are so many videos for all the nine subjects that learners are doing* (Participant S3T3).

Participant S4T5 was also asked what support was provided in order to empower him in leading his own professional self-development. He indicated that he got support by observing others at school and he is encouraged by colleagues that surrounded him. Looking at what other people were doing could not be treated as support since this is neither prearranged by the school nor the Department of Basic Education. He further pointed out that workshops and motivation from others also came as a kind of support for him and this is how he responded:

> *I sometimes find out that observation do encourage me, by observing and see people, lucky enough I am surrounded by the likes of colleagues who are continuing their studies. Even colleagues share that information including the principal that we must continue our studies and show us some people engaged in their studies. So, at school normally we have such people that motivate us to continue to study* (Participant S4T5).

The above responses are an indication that teachers were not receiving the kind of support that would capacitate them to engage actively in professional self-development. Those that claimed to have received support; it was clear that such kind of support could not lead to proper professional self-development. One wonders how a person could develop himself by observing other people. It also became clear that teachers were not aware of what could be regarded as contributing to professional self-development. I also analysed documents to trace the kind of support provided by the schools or the Department of Basic Education. Almost all four schools had no plans in place for supporting teachers in their professional self-development process. In School 1, there were no traces on how teachers were being supported. In School 2, about sixteen committees were elected but not even a single committee was in charge of teacher support and professional self-development. School 2 also made mention of SDT in the minutes of the SMT but its core function of teacher support and development was not mentioned. One SMT meeting held on 13 May 2019 did discuss staff development and the following is an extract from that meeting:

> *Team building or staff development: Invitation of a person to discuss e.g. stress management, family issues. If a teacher is told to swop at this stage of the year, it will create a problem* (School 2).

Only School 4 had what was called School-Based Support Team (SBST). Even though the duty of this team was not clear except that it was there to solve problems for learners and teachers.

Support for educators at school level seemed to be neglected and schools only relied on workshops organised by the Department of Basic Education. The next section focuses on the need for teachers to lead their professional self-development.

7.2.2.2 Attitude towards the need for teachers to lead Professional Self-Development

In Chapter One, I indicated that leading one's own professional self-development might involve a particular attitude where persons regulate their conduct, manipulating and self-directing themselves by engaging precise sets of behavioural and reasoning approaches. My conception of teacher leadership involves teachers leading their professional self-development without strict supervision from their seniors but that might depend on whether teachers do see the need for professional self-development or not. Participants were asked the following question; *Please indicate whether you see the need to lead your own professional self-development*. All the participants indicated that they saw the need to lead their own professional self-development. They indicated that this might make them better teachers. Taking the initiative was also seen as the most important step that they were supposed to take. Being empowered might enable them to do things on their own.

One participant indicated that if he could be assisted because there were things that he could not do on his own. He believed that if he encountered challenges and lacking in particular knowledge, another person might assist him and provide more information. His understanding of the kind of support and empowerment would mean someone identifying areas where he was lacking and then assist him accordingly. Another participant indicated that there was a great need for him to lead his professional self-development since he wanted an abundance of knowledge. He also tried to empower himself through networking with other schools. Being empowered to lead professional self-development would mean being engaged in exchange processes where he might get information from teachers outside the country. This might also involve teaching outside the country for some time. And gaining experience which might empower him and return with that information and teach in his country. Participant S4T1 indicated that he wanted to lead his professional self-development because for him, being empowered would mean progressing and not static in what he was doing. Being empowered would mean progressing to the next level. Another participant pointed out that he was not happy about his current situation so, being empowered might assist him but he believed that

some people should be responsible for empowering him in particular activities of professional self-development. This is what he said:

> *A…at some point…I am not happy about my current situation…I am not…I feel that a lot that… a lot needs to be done by people a…who are responsible for Type Two, Three, I mean for Type Two but at the same time me myself as a person I do see that there is a need of acting or doing something regarding professional self-development* (Participant S4T2).

The above responses are an indication that teachers did see the need to engage in leading their professional self-development. It is also clear that teachers were not aware of what programmes were available for professional self-development. A number of participants had an understanding that they needed to be empowered but had less knowledge on areas where they want to be developed. This ranged from the wish to know more, not to be excluded from new knowledge, knowing to do things on their own and closing a gap regarding what one knows. Participant S2T1 indicated that there were so many things that she was supposed to know but she lacked such knowledge. She pointed out that as a teacher she was supposed to know the CPTD activities that were meant to develop her. It might happen that she did not participate in professional self-development because of lack of information. This is how one participant responded to the question:

> *Yes, I see the need. There are so many things that I am supposed to know but I do not know. Things like CPTD activities as a whole I am not aware how they can assist me to develop myself. I also wish to know myself things that can develop me. In fact, I need to be empowered with more information or knowledge on professional self-development* (Participant S2T1).

Other participant also saw the need to be empowered to lead their professional self-development. One participant pointed out that she was eager to engage in information seeking that might make her a better teacher. The need to be empowered to lead professional self-development was also articulated by another participant who noticed that there were so many things that required him to be developed in various areas. He saw that some of the things that were meant to assist him were not disseminated to them. He was eager to learn or to accumulate more information that might develop him but it becomes difficult if such salient information is concealed from them. When asked if he saw the need to be empowered to lead his professional self-development, this is what he had to say:

> *Yes, I do see the need. There are so many things that one need to develop in, so there is a great need for me to be empowered. There are things that one need to understand but information is not given to us. Things like the knowledge of activities that we are supposed to do, but we do not know them so, there is a great need for us to be empowered to participate in developing ourselves* (Participant S4T5).

The above extracts are an indication that some teachers were willing to lead their professional self-development but they encountered challenges since such information necessary for their development was not given to them. The indication that some participants were not even aware of the CPTD activities that were meant to develop them posed a threat to professional self-development of teachers. Other participants were asked whether they saw the need to be empowered to lead their own professional self-development and they indicated that they saw the need. But when I requested further elaboration on that, they were unable to give more information. The belief was that one has to become a better person or a person must take the initiative. This is what one participant has to say:

> *Yes, I see the need. To develop myself I need to take initiative. I have to be a better person* (Participant S1T3).

Participant S2T2 saw the need to be empowered to lead his professional self-development but indicated that he was not clear about what that really meant. After giving him some explanation, he shamefacedly declared that he really needed to know how to develop himself because as a teacher he required more information these days. This is how he responded:

> *Yes, I do need to be empowered even if I do not know what it actually means. Ok…I really need that…I really need to know how to develop myself because nowadays as a teacher I need more knowledge* (Participant S2T2).

The responses of the participants to the question that required them to say whether they saw a need for them to be empowered to lead their professional self-development brought some light that almost all the teachers were having a determination to develop themselves. But it became clear that a large number of them were not aware of what being empowered actually meant. The value of disseminating relevant information to teachers became significant. Clear guidelines regarding professional self-development through CPTD activities were imperative. I also looked at some documents like Personal Growth Plans for teachers to see whether teachers did identify the need to be empowered to lead their professional self-development but nothing sufficed. This was because the participants did not have Personal Growth Plans which is very important in guiding and identifying areas that required help. I also went through numerous minutes of meetings from the four participating schools but not even a single meeting

deliberated on empowering teachers to lead their professional self-development. The next section focuses on the sources of support for teachers in professional self-development.

7.2.2.3 Attitude towards sources of support for teachers in Professional Self-Development

This section focused on finding out information where teachers got the support while engaging in professional self-development. Participants were asked the following question; *Explain who has provided the support and how the support you have received has contributed to your professional self-development/professional development.* Some participants saw the Department of Basic Education as key in providing support in the form of workshops. For one participant it appeared that the main important activity was sleeping in a hotel. I also participated in JIT workshops organised by the Department of Basic Education. Those workshops are very important because they provided teachers with intensive content of their various subjects and they were also taught how to tackle various questions so that they could prepare their learners for examinations. Another participant indicated that she was mainly assisted by workshop especially when it comes to human relations but it was not clear how that contributed to her professional self-development or led to improvement of her results in class. Another participant indicated that he was supported by the Department of Basic Education. For her the provision of equipment by the Department of Basic Education was seen as the most important activity that assisted him in his professional self-development. It is important to note that the provision of materials like CDs was made to enhance teaching and learning not necessarily professional self-development. One participant responded in the following manner:

> *The Department of [Basic] Education did provide some support…a…they conducted workshops for us regarding our subjects. No…they are not giving us anything, we just sleep in hotels…like with JIT but I do not know how they are going to recognise us or we will get certificates or not. I also do not know how are they going to do it but they said they are going to submit our names to SACE. You just sign the register and put your SACE number then they said by doing that we have earned points but there is nothing that we return with. That assists me in teaching my own subject* (Participant S1T3).

On participant indicated that the only person who provided support to him was his Subject Advisor and this is how he responded when asked to explain who has provided the support and

how the support you have received has contributed to your professional self-development/professional development:

> *As I indicated that the Subject Advisor is giving me support and that assist me in teaching my subject* (Participant S4T2).

Another participant indicated that the main support he received was from the NGOs and the excerpt below illustrates how he responded when asked to explain who has provided the support and how the support you have received has contributed to your professional self-development/professional development:

> *Ei...I can say that it is the NGO…most of these developmental activities a person has, it is the NGOs that are helping. They assisted me in teaching my subject effectively* (Participant S1T1).

It is surprising to note that some of my participants indicated that there was no support that they were receiving from the school or the Department of Basic Education. Some pointed out that they were aware that the Department of Basic Education was supposed to provide support. This is what one participant had to say:

> *It is the department that is supposed to give me support. But I have never received any support* (Participant S3T2).

The above responses from participants clearly provide an indication that very little support was provided to teachers and in some cases, none was provided. The Department of Basic Education (according to the participants) normally pay more attention to teachers who are teaching Grade 12 and that might result in the neglect of teachers who are teaching lower grades. That might result in a number of teachers not receiving visits from subject advisors or attending workshops. The kind of support that was provided to participant was subject related and did not concentrate in professional self-development of teachers. The analysis of documents from schools showed a lack of support to teachers. Policies, Management Plans, minutes of various meetings indicated the fact that support for teachers was neglected. Even the visions and mission statements of the schools were silent on the issue of professional self-development.

7.3 Conclusion

The analysis of data in this chapter indicated that teachers were experiencing challenges in the form of lack of money, lack of resources, being overloaded and finally lack of knowledge or information of professional self-development through CPTD activities. This chapter also

revealed that some teachers had limited or no understanding of Integrated Quality Management System and Continuing Professional Teacher Development. Even schools seemed not engaging teachers properly in understanding these programmes aimed at helping them to develop themselves. It also became clear that teachers were not worried about attending to obstacles that hindered their professional self-development and others even believed that obstacles might disappear on their own.

The last part of this chapter analysed data on the attitude towards support provided to teachers when they engaged in professional self-development. The analysis made me conclude that not much support was given to teachers either by the schools or by the Department of Basic Education. The kind of support some teachers received was not related to professional self-development. Teachers were willing to be empowered through professional self-development. My analysis in this chapter further revealed that teachers were not aware of their sources of support and most of them did not receive any support. My conclusion is that a lot more needs to be done in order to get a deeper understanding about the role that is played by all stakeholders in facilitating and supporting teachers' self-development endeavours. The next chapter deals with major issues and patterns emerging from the data presented in Chapter Five, Chapter Six and Chapter Seven.

CHAPTER EIGHT

TEACHERS' UNDERSTANDINGS AND PRACTICES OF PROFESSIONAL SELF-DEVELOPMENT: LESSONS FROM THE FIELD

8.1 Introduction

The preceding three chapters presented a descriptive analysis of data regarding teachers' understandings and practices of professional self-development. In this chapter, there is a shift from a description of data as found in the previous chapters to focus on a conceptual, theoretical scrutiny of the data. Based on the utterances of the participants, in this chapter, I provide a synopsis of the research journey by combining various imperative issues that are dealt with in different chapters constituting this thesis. Here, Chapter Eight engages with content and theoretical analysis of themes that emerged from data. This was organised by using both the literature and theoretical framework as portrayed in Chapter Two and Chapter Three respectively. In this manner, I also glance at how the findings substantiate or challenge and extend debates around professional self-development of teachers.

Therefore, Chapter Eight is structured into seven broad themes that emerged from data of my research questions. The eight themes that have arisen are: (a) Characteristics of the teachers' conceptualisation of professional self-development. (b) The connection between the teachers' conception of professional self-development and their practices. (c) The nexus of the teachers' conception of self-development, immediacy their identification of development needs. (d) What fuels the fire: extrinsic or intrinsic motivation for professional self-development? (e) Teachers' most preferred type of professional self-development activity. (f) The challenges dominating the teachers' discourse of professional self-development. (g) Teachers' attitudes towards sources of support for teachers in professional self-development.

8.2 What characterises teachers' conceptions of professional self-development

This section presents an analysis of what characterises the conceptualisation of professional self-development. The focus is on the ways in which teachers' understandings influence their practices. Conceptualisation of professional self-development by teachers was characterised by different views from teachers. These characteristics are influenced by how teachers view

professional self-development. The following are the dimensions that characterise teachers' professional self-development. There are four dimensions that characterise their professional self-development. First, teachers view professional self-development as an individual activity; second, they view it as a way of connecting with others; third, they view it as a way of taking initiative in developing oneself; fourth, they regard it as academic improvement; finally, they regard it as being influenced by others and engaging in workshops.

8.2.1 Professional self-development as an individual activity

It emerged from the analysis in this study that five of the thirteen participants understood professional self-development as an individual activity which might rely mainly on the individual's intrinsic motivation where one engages in professional development. Therefore, they view professional self-development as involving a long-term process where a teacher develops himself/herself in terms of knowledge, skills and attitudes. This was confirmed by one teacher that…*professional self-development is an activity that involved engaging in enhancing knowledge that one has in relation to the subject one is teaching.* This resonates with Kennedy's Deficit Model (2005) of professional development which explores inadequacies in an individual teacher and then makes individually tailored programmes to assist that teacher. Okpe and Onjewu (2017) express similar views that teachers are the heart and determining factors of the accomplishment or catastrophe of any well packaged educational programme, subsequently their development and complete well-being are of utmost significance.

Even though teachers see self-development as important in their career, there was no evidence to show that their understanding was informing their actions. Another participant also held a similar view that professional self-development may be viewed as an individual activity where one engages in increasing the knowledge through professional development activities. This was echoed by one teacher "…*self-development is more basically based on you as an individual after you have professionally qualified that how much you engage yourself on professional activities."* Tahira, Iqbal and Friha (2011) add that it is not sufficient to expand the prevailing system of education only in order to meet the knowledge, education and learning challenges of the modern era. It rather, demands a genuine transformation of the learning opportunities on the base of the principles of modernisation that not only emphasise the accretion of knowledge only but necessitates its feasibility and efficiency in all spheres of life.

Thus, the grooming of the self through professional self-development becomes important. Drawing on scholars such as Atta and Mansah (2015), Chikari, Rudhumbu and Svotwa (2015), and Zein (2016), professional self-development ensures that educators continue to strengthen their practice, get opportunities for continuous learning, enhance instructional practice and deepen pedagogical knowledge**.** In this regard, I can argue that many participating teacher's conception of self-development is consistent with the current notion of this term, judging by what scholars say.

8.2.2 Professional self-development as a way of connecting with others

From the analysis of this study, it emerged that three of the thirteen participants held a similar view as the above participants in that professional self-development is also understood to mean connecting with other people with the intention of getting information to developing as a professional teacher, upgrading and gaining knowledge regarding the learning areas one is teaching. This is in line with Kenny's (2005) Standards-Based Model of professional self-development which stimulates the use of standards to scaffolding professional development and to make common language, thereby, facilitating boundless dialogue between members. The SBM signifies aspirations to develop a system of teaching, and teacher education that can produce and empirically authenticated correlation between teacher efficiency and student learning. In Chapter Three, I indicated that Ryan and Deci's (2000) Self Determination Theory indicates that human beings have a prime tendency to interconnections among aspects of their own psyches, as well as with other persons and clusters in their social worlds. Niemiec, Ryan and Deci (2010) assert this pointing out that SDT undertakes that individuals are, by nature, vigorous organisms who are concerned with developing and refinement of their capabilities by networking with the material and communal environment; looking for opportunities for choice, mastery, and rational connection; and integrating their ongoing experience. Such connection might increase participation in educational surroundings; and in many cases, is a significant indicator of scholastic and individual success. The number of participants who subscribe to this view is smaller compared to the other participants who did not. This study did not adopt any quantitative or statistical inclination to establishing the statistical significance of the variation of the views of the participants, save to say that only three of thirteen participants demonstrated a clear understanding of this concept. Therefore, I can argue that the notion of connecting with others as a constituent of professional self-development did not enjoy traction with the majority of the participants.

8.2.3 Professional self-development as taking initiative

My analysis further revealed that about two out of thirteen participants held the view that professional self-development involved being able to develop oneself professionally where one cannot wait for external help. This might include engaging in initiating activities that might assist a teacher to develop himself/herself. This reverberates well with Kennedy's (2005) Action Research Model of professional self-development which involves an individual teacher as a researcher with the understanding to advancing the quality of action within it. The quality of action can be viewed as the participant's comprehension of the situation, as well as the practice within the situation. Smith (2005) suggests that the ARM is grounded on teachers participating in acute consideration about their own practice. According to Ivanuik, Venhlovska, Antypin and Vovchok (2020), professional self-development is considered as a motivated self-progress of participants in pedagogic specialisms, which is based on individual's perceptions and intended at emerging their professional potential. Again here, it is becoming clear that the majority of the participants did not regard professional self-development as taking an initiative. In fact, they did not demonstrate any clear understanding of professional self-development as only two of thirteen showed a clear understanding.

8.2.4 Professional Self-Development as academic improvement

A further three participants out of thirteen in this category understood professional self-development as involving a teacher growing knowledge in relation to qualifications. As it has been the case in the previous themes relating to professional self-development, the pattern continues which suggests that very few of the participants demonstrated an understanding of professional self-development as articulated by experts in the field. The three teachers' understandings are consistent with those of many scholars. For instance, Bitzer and Albertyn (2011) indicate that developing academic professional proficiency involves a learning trajectory with various outcomes relevant to the process. Professional development requires a continual process of change and transformation, but may be based on various stages of knowledge and skills acquisition, as well as experiences of the individual. This conception of professional self-development is in line with the Award-Bearing Model (ABM) which stresses some form of recognition or honour, for example new qualifications being conferred upon teachers after completing a course of study at a tertiary institution or PD provider (Smith, 2015). Usually, the motivation in this case has nothing to do with the advancement of teaching

and learning, but rather a way of confirming further movement along a teacher's career path. Kennedy (2005) suggests that the Award-Bearing Model of CPD is one that relies on, or accentuate, the accomplishment of award-bearing programmes of study – normally, but not completely, endorsed by universities. Therefore, it is the views of three participants that can be described in terms of the Award-Bearing Model of CPD. The majority of the participants did not show any clear understanding of professional self-development.

8.2.5 Professional self-development involves being influenced by others

On the one hand professional self-development is understood as a way of assisting teachers in getting knowledge where one registers in an institution and try to uplift oneself while in the other side professional development involves getting skills within the institution where you are working. About three participants understood professional self-development as meaning being influenced by others where one works. This resonate with Kennedy's (2005) Training Model TM) which encourages a skill-based, centralist view of teaching whereby CPD affords teachers with the opportunity to modernise their skills in order to be able to exhibit their capability. In Chapter One, I indicated that teachers engage in professional self-development for purposes of accumulation of information so that they are on par with the global development village. This may or may not necessarily be related to the job they do. Specifically, some teachers self-develop for acquisition of new skills with a view to improving their practice, thus; creating prospects for promotion. In Chapter Two, I indicated that Garanina, Andronova, Lashmaykina, Maltseva and Polyakov (2017) warned that the challenge with self-development is intently associated with the concepts of self-actualisation, personal development, thoughts which were advanced in the framework of the human-centred approach, or the ideologies supporting the self-development (self-efficacy, self-regulation, self-realisation, self-actualisation, self-reflection). Based on the above conceptions, this study also revealed that professional self-development is also understood in relation to a person and what develops from within the individual and should be driven by an individual.

On the other hand, professional development is always driven by seniors, colleagues or supervisors; *"…professional self-development is about the thing that develops from within that person while professional development is where maybe you are compelled by your employer to upgrade".* The findings further revealed that professional self-development is based on the individual and normally starts with the teacher while professional development involved

workshops given by the employer. It also became very important for this research to look if there were any differences between professional self-development and professional development. My analysis revealed various understandings and almost all the participants indicated that there was a difference. They held similar views that self-development is self-directed learning where one takes initiative to self-teach to improve one's practice while the profession development is initiated by a second person to help others develop. Self-development is different from other forms of development because it is initiated by the teacher and is mainly influenced by the needs identified by the teacher whereas other forms of professional development are mainly influenced by external organs like employer, the school or university.

8.3 The relationship between teachers' conception of professional self-development and their professional practices

In this section, I engage in the discussion of patterns that developed from data with regards to the relationship between teachers' conception of professional self-development and their professional practices. Data reveals that there is substantial dissimilarity and few commonalities amongst the participants' understandings of the connection between their conception of self-development and their professional practice. In this section, I focus on four features of practices of professional development, namely; workshops as practices for professional self-development; courses attended by teachers; IQMS and CPTD processes; understanding of CPTD activities.

8.3.1 Workshops as practices for professional self-development

This section outlines workshops as practices for professional self-development. Almost half of the participants, six out of thirteen, claimed to have attended workshops on CPTD but this research revealed that they only attended workshops based on their different subjects they were teaching. These were JIT workshops which were not related to CPTD but focused on providing information to teachers regarding the content of the subjects they taught. Although they claimed that these workshops assisted them since they obtained information regarding professional development, but it became clear that these were not related to CPTD; *"…they have assisted me a lot and I obtained a lot of information because they stipulated as to how to go about doing self-development".* Nonetheless, from the perspective of the six participating

teachers, attending workshops was a practice of professional development. Such a view was not uncommon or unrelated to what some scholars say in this regard. For instance, according to Roy, Rahim and Khojah (2018), professional development based on workshops involves teachers keeping on learning after assuming their teaching positions, without having to participate in further formal studies. In the extreme case, there were instances where a participant did not show any understanding of the different kinds of workshops that were provided for them. For example, at least one was not even aware of what kinds of workshops they attended: *"…I don't know whether the workshops I attended were for CPTD or not".* This suggests that some teachers attend workshops but do not locate such activities in the realm of continuous professional teacher development.

It further emerged from this research that five out of thirteen participants never attended CPTD workshops while at least one participant never attended even a single workshop and was honest in declaring that: *"…I never attended them…I never attended anything…no, I never attended such".* This research revealed that there seemed to be no relationship between what teachers understand as professional self-development and what they do in order to engage in professional self-development. The dissemination of information from the Department of Basic Education to teachers is sometimes through workshops. In this manner, teachers are given new information or they are equipped regarding a particular issue. In Chapter Two, I indicated that ISPFTED have been an initiative adding towards realising the dire necessity for appropriately, professionally qualified teachers in South Africa but visible evidence on the ground indicates that this goal does not materialise (Steyn, 2013). It is for this reason that this research was conducted in order to explore teachers' understandings and practices of professional self-development. The analysis of the SACE Annual Reports discussed in Chapter Two, clearly indicated that the status of CPTD Management System was not good. Teachers were not participating in a way that was expected by the South African Council for Educators.

It also emerged from the analysis that two of the thirteen participants never attended any workshop. This might have a negative impact in their teaching as well as negatively influencing the performance of leaners. What is also evident is that the participants' limited understandings of professional self-development can be linked to their highly limited participation in the professional development activities such as workshops. In that way, it may not be surprising that many of them have never attended workshops, especially as a professional development activity. Based on the lesson study in South Africa, Ono and Ferreira (2010) warn that nothing

has augured so much and has been so exasperatingly profligate as the thousands of workshops and conferences that led to no substantial transformation in practice when teachers returned to their classrooms. The next section discusses courses attended by teachers as a practice for professional self-development.

8.3.2 Courses attended by teachers

The emerging pattern in this section is that a large number of participants were engaged in academic study in developing themselves. This section was mainly looking on how teachers were engaged in developing their professional qualifications. The analysis of responses indicated various courses teachers were engaged in during their professional self-development. Some participants seemed to be interested in academic qualifications but a closer analysis indicated that there was a big gap between the time they obtained their qualifications and now. Others spent a number of years before engaging in their next academic qualifications. They took different courses to capacitate themselves. In Chapter Two, I indicated that the Department of Basic Education (DBE) has developed a plan for teacher development referred to as the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa: 2011 -2025 (ISPFTED) (Republic of South Africa, 2011). The strategy as indicated by Samson (2013) highpoints the need for educationally sound, subject rich courses for teachers. Drawing on Smith's (2015) views, teachers will be assisted to take accountability for their professional development. Based on this background, this research also looked at courses attended by teachers when they engaged in professional self-development.

It emerged from the analysis that nine out of thirteen participants understood professional self-development as a process of engaging in academic study through obtaining educational qualifications. In Chapter Two, I indicated that the present policy observation on teacher excellence is consequential in substantial changes in how teacher education is conceptualised, planned and delivered (McMahon, Forde & Dickson, 2015). A very small number of research participants showed that they were engaged in professional self-development by studying or registering for some courses at the universities but this research revealed that there was a big gap between the years of study which might indicate a lack of participation in professional self-development: *"…I started having only Standard 10…obtained diploma…added ABET certificate…"*. With a vast experience of 24 years but the participant only engaged in a Primary Teachers' Diploma and an ABET Certificate, these may not be fully qualified to teach at a high

school. It also emerged that one participant relied mainly on attending workshops when engaging in professional development. The act of attending of workshops was aimed at getting more information about the subject that the participant was teaching since she only possessed a qualification that allowed her to teach at primary school level. This participant also engaged in doing courses that enabled her to teach at high school.

Another pattern that emerged was that about four out of thirteen participants had moved from one profession to another. These participants believed that they were engaged in professional self-development through academic qualifications but this research revealed that they were engaged in qualifications that were not relevant to what they were teaching: *"…obtained a Diploma in Management…obtained one-year certificate in Legal Practice…obtained a B Ed for four years…"* Some teachers started with an ideal profession in mind but due to the lack of job opportunities in that particular qualification, they ended up in teaching which seemed not strictly regulated. The study revealed the same with one participant: *"…done a Bachelor of Social Sciences…also did PGCE…currently registered for LLB…"* These participants may self-develop for career pathing or branching out into an area where they are not working. Appropriate professional self-development then becomes very important since teachers need to be well equipped in order to cope with the current vicissitude and technological developments in the classroom.

The swift changes and the manner of emerging communities have given rise to new confrontations, yet converted calls for further enhancements. In this view, many have enunciated the impulse for educational reorganisation of schools and teachers, so that they may become proficient in facing the contemporary confrontations, and accomplish the first and primary objective of education, moulding all students, regardless of their aptitudes, to face an ever-changing world (Gheith & Aljaberi, 2018). This might require teachers to engage in courses that are relevant to what they are teaching and accumulate more understanding of the subjects they teach. Based on Mirzagitova and Akhmetov (2015), the determination of professional development is schooling of skilled worker of high calibre and concentrating in adjacent spheres of activity; equipped for continuing professional growth, social and professional mobility.

8.3.3 Using Integrated Quality Management System and Continuing Professional Teacher Development processes as practices for self-development

Participants were asked to say what they regarded as the relationship between Integrated Quality Management System and Continuing Professional Teacher Development. The understanding of the relationship between IQMS and CPTD is very important. When CPTD was introduced, most teachers thought it was going to replace IQMS. It seemed that some people were of the view that both systems (IQMS and CPTD) appeared to be the same, while others required lucidity on the resemblances and dissimilarities between the two (SACE, 2014). It emerged from this research that six out of thirteen participants did see the relationship between IQMS and CPTD processes. They stressed that IQMS was used to identify work related strengths and weaknesses while CPTD was about a teacher's progressing forward in developing themselves: *"…both IQMS and CPTD aim to developing the teacher…with CPTD, the person develops himself…with IQMS, your team assists you…"*

It also emerged that five out of thirteen participants had a limited understanding of the relationship between IQMS and CPTD processes. Some pointed out that they did not know exactly the CPTD but only heard people talking about it while IQMS was about work and attending workshops. Although they had some idea that both programmes were meant to assist in evaluating and developing teachers, some felt that these programmes were not achieving what they were meant for: *"…the commonality is that both of them…they are meant to assist us in either evaluating ourselves or developing professionally…IQMS is there just to get an increase in salary…"* If teachers have such a limited understanding of IQMS and CPTD processes, it might be not easier for them to participate effectively in their professional self-development. It further emerged that two participants saw no relationship between IQMS and CPTD processes. They viewed IQMS as involving class visits where people come and evaluate a teacher's teaching strategies while CPTD on the other hand meant a different thing where a teacher develops himself using things seen on newspapers. One participant indicated clearly that she did not know any difference or the relationship between IQMS and CPTD:

> *…To be honest, I don't know the difference between the two. All I know is that when IQMS is done, it has to be done professionally, strictly…and confidentially as well.*

The responses from these participants seemed to suggest that they were not aware of the relationship between IQMS and CPTD. Both the IQMS and the CPTD processes have common features in that both have to do with the development of teachers' operational efficiency. IQMS

evaluates individual teacher with a view to finding areas of potency and weaknesses, and to design programmes for individual teacher development (Queen-Marry & Mtapuri, 2014). The CPTD then gives teachers with a list of SACE's authorised developmental activities to address the needs identified from the IQMS process (SACE, 2014). In short, the diagram in Figure 5 below indicates that teachers use IQMS to identify their professional development needs and use CPTD to address the identified needs. Teachers identify Professional Self-Development needs using IQMS and other correlated processes. Teachers then formulate their professional development/growth plan and select activities from CPTD that will assist them to address the identified needs from the list of the SACE permitted providers and authorised PD activities. Teachers partake in quality SACE Endorsed Professional Development Activities through CPTD. Teachers get PD Points from the SACE Endorsed PD activities of CPTD they participated in over a three-year cycle. The connection between IQMS and CPTD System can be illustrated in the following diagram in Figure 5 below.

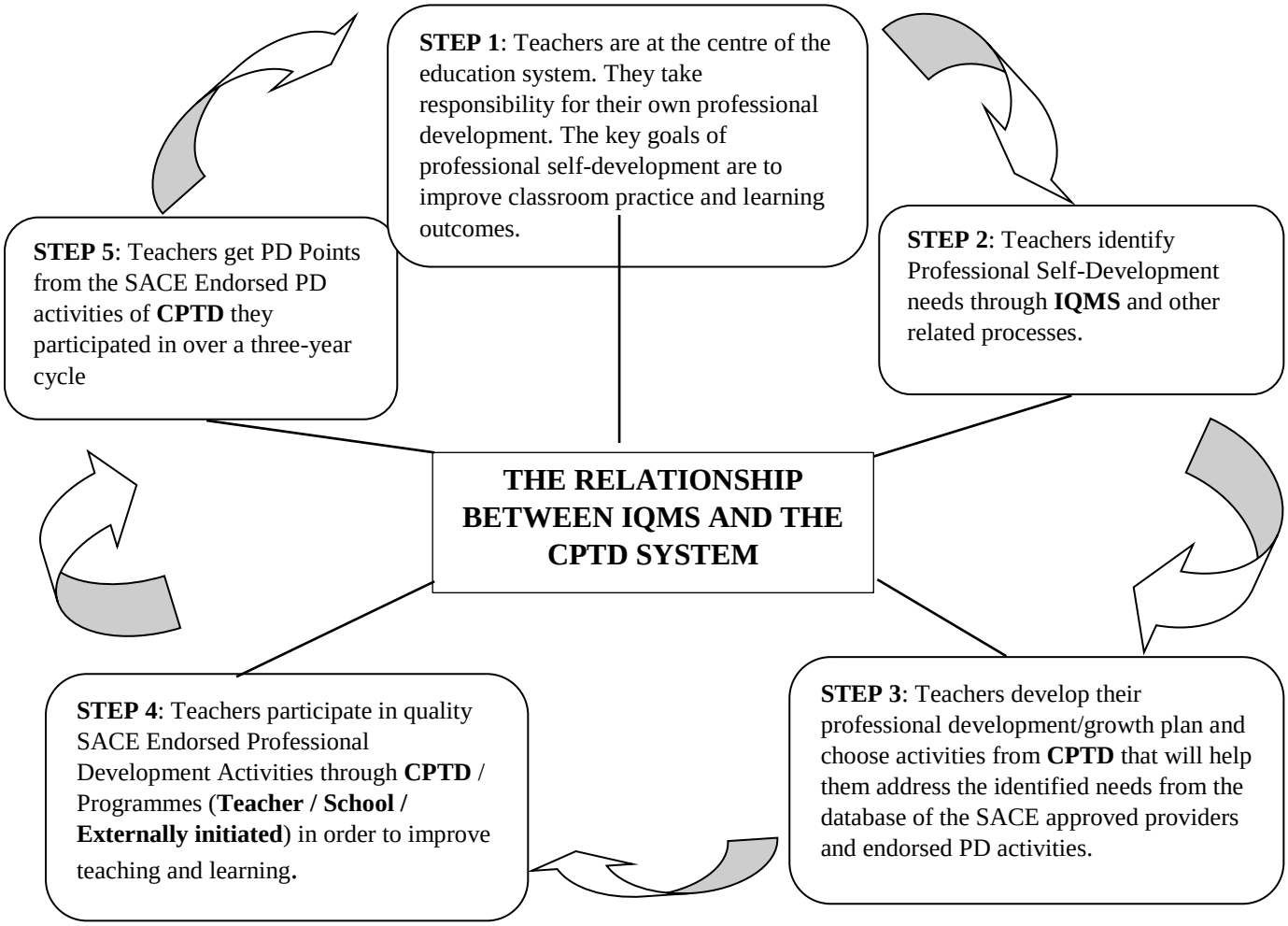

***Figure 5**: The relationship between IQMS and CPTD* (Adapted from SACE, 2014)

In Chapter One, I indicated that Integrated Quality Management System (IQMS), seeks to evaluate distinctive educators in a lucent manner, with a view to defining spheres of strengths and weaknesses, and to developing programmes for individual development (Republic of South Africa, 2003). However, the proper development of teachers has not materialised. The development of teachers is crucial in an education system that aspires for transformation (Masoge & Pilane, 2014). Queen-Merry and Mtapuri (2014) argue that a lack of proper implementation of IQMS may lead to low morale when teachers feel their self-development expectations are not met. The space is given to self-development within IQMS but teachers seem not understanding the importance of benefits that can be brought about by self-development. If teachers have lesser understanding of IQMS processes, it might be difficult for them to link it with CPTD. It also emerged from documents analysed that the issue of IQMS and CPTD were not taken seriously. Minutes of meetings and policies did not show clear engagement with IQMS and CPTD. It seemed difficult for participants to engage in professional self-development through IQMS and CPTD.

8.3.4 Understandings of Continuing Professional Teacher Development Activities as practices for professional self-development

Participants were asked to tell if they perceived the predetermined Professional Development Activities of CPTD as something that may assist them in developing themselves. They were also requested to indicate if they participated in developing these CPTD activities. For teachers to develop themselves professionally, SACE has designed Professional Development Activities that teachers may use to develop themselves. The SACE Annual Reports highlighted in Chapter Two indicated that teachers were not effectively participating in CPTD which is meant to develop teachers. The emphasis on this section is put on the teachers' understanding of professional development activities. SACE provided about eighteen Type 1 activities of which teachers should base their professional development activities. According to Tsotetsi and Mahlomaholo (2013), the exclusion of teachers during the initiation of professional development activities has deprive them of a podium to specify the components on which they need development. The way teachers perceive professional development activities (PDAs) might determine how they are going to participate in developing themselves using these activities.

The pattern that emerged from this research indicates that six out of thirteen participants were aware of the predetermined professional development activities. In some instances, this awareness appeared to be just general guessing about what PDAs should be. Some participants indicated that professional development activities did assist them in understanding various aspects affecting society. Such minimal understanding confirms that some teachers were not aware of the activities that were meant to develop them professionally. It further emerged from this research that seven out of thirteen participants were not fully aware of PDAs and these participants also thought that PDAs could not assist them because they meet with other teachers who assisted them and shared a lot of information of which they came back and shared with learners. Participants claimed that watching television and viewing the subject presented by another teacher on television did help in addressing mistakes that might be encountered:

> *…external teachers who just address certain topics on TV as well as radio assist maybe if there are pitfalls…".* But one teacher opposed this and claimed that she did not get help by watching television, saying; *"…as a Geography teacher, it is how I get some aspects that I may use for teaching but it wasn't necessarily influenced by watching television.*

A further lack of understanding of PDAs was revealed when some teachers pointed out that they were not aware of PDAs but they thought that these might assist them with communication with colleagues and allow them to bond. Amongst these participants it also emerged that there were participants who indicated that they had never heard of such PDAs and they were never invited to participate in developing them; *"…I have never heard about them…never participated in developing them"* A closer look at the participants' utterances indicate that that there was a lack of understanding of what constituted PDAs. This might have a negative impact on the teachers since they might not be aware of activities that are meant to develop them hence participation in professional self-development decreases. From the documents analysed in regard to teachers' understandings of PDAs, it also emerged that were not even discussed in minutes conducted within the schools where this research was conducted. Such might indicate lack of participation in professional self-development.

8.4 The nexus of the teachers' conception of professional self-development, immediacy their identification of development activity

In this section, participants were asked how they identified their professional self-development needs. It emerged from the analysis that the participants identified their needs using learner performance, teaching strategies, influenced by the department of education or supervisors as well as colleagues. According to Yenen and Yǫntem (2020), teaching is a profession that requires a constant development in response to the conditions that emerged; hence, teachers developed themselves in various ways. This research also looked at the connection of the participants' conceptions of professional self-development juxtaposition their identification of developmental needs. This might require teachers to be developed in accordance to their needs and the needs of the institution in which they work. Harris (2000) stresses the importance of the process of involving teachers in identifying their own professional development needs is an indispensable commencing point for professional self-development.

It also emerged from the analysis that five out of thirteen participants identify their professional development needs by looking at the learners needs and then aligned their developmental needs. They believed that by adapting to learners' modern ways of doing things, this might assist them to be in line with the requirements of learners. Other participants claimed that by understanding learners' diverse background and intellect, might assist participants to understand how to teach learners. Knowing the leaners' background assisted the participants to develop their own needs. The performance of learners also assisted the participants to develop their professional development needs. When learners were not doing well, the participant would then develop themselves in that particular area. This meant that professional self-development needs emanated from understanding the behaviour of learners. One of them said; *"...I must align myself with the behaviour of those learners due to the knowledge that I will get whenever I develop myself..."* Teachers' needs are varied, frequently inter-related, and have both a professional and a personal dimension which shows both the needs of the teacher and the organisation in which they are working (Harris, 2000). Some teachers identify their needs by looking at how their students change and teachers will have to align and understand the ways their learners change. However, this might be difficult since understanding how learners change sounds psychological and complex. Oyedele and Chikwature (2016) suggest that with schools nowadays encountering a variety of multifaceted confrontations from working with a progressively varied populace of students, so to assimilating new expertise in

the classroom, to meeting rigorous academic standards and goals, participants continue to emphasise the need for teachers to be able to augment and develop on their instructional comprehension.

It also emerged from the analysis that four out of thirteen participants identify their professional self-development needs by focusing on their teaching strategies. When they faced challenges in the classroom regarding teaching strategies, they then realised that they also needed development based on those challenges. These challenges ranged from teaching methods, curriculum delivery and learner discipline. According to Badri, Alnuaim, Mohaidat, Yang and Rashedi (2016), research also emphasises that to be efficacious, teachers may require professional self-development that is a continued, rigorous effort to advancing teaching and learning. Where teachers identify professional development, they are to embark on, they do so in an unsystematic manner. Karlberg and Bezzina (2020) point out that teachers come with vigour, eagerness and commitment to their classrooms but at the same time face discouraging challenges that need to be addressed.

It also emerged from this study that at least two out of thirteen participants identify their needs through demands from the employer and their immediate supervisors. This simply meant that they only engaged in professional development once they were pushed by the employer or their immediate supervisor as one pointed out that:

> *…the government has expectations that I need to…I am to perform these duties. Sometimes, I am unable to perform them as expected, then I know that I need help in that particular aspect.*

According to Noom-ura (2013), whereas teachers are needed to be involved in professional development activities, it is frequently the occasion that they are not allowed in choosing and setting up those activities, and that professional development may or may not be meticulously connected to classroom procedures. They may well return to their schools and face the problems they had before, or they may have been lucky enough to be able to adjust their classroom practices using what they obtained from the training. Badri et al. (2016) assert that teachers acquire knowledge superlative through professional development that is relevant to their needs.

It also emerged another two participants of the thirteen identify their professional self-development needs based on the influence they obtained from colleagues while attending workshops. By looking at how others are developing and how they presenting subject content during workshops, this made them realise that they needed assistance. It became very clear from the analysis in this study that the identification of professional self-development by the teachers seemed to be a challenge. Teachers were not aware that they were supposed to use IQMS to identify their professional self-development needs and then use CPTD activities to address their needs. This study also revealed a lack of PGPs which were supposed to be applied by teachers in identifying their professional self-development needs. The conception of self-development and what teachers do after identification of their professional self-development seemed to reveal a lack of connection.

From the analysis of documents, it also emerged that teacher development was not taken seriously. The most important document, the Personal Growth Plan was not available. The PGP is used to record participants' professional development needs and also covers areas where they want to be assisted. From all the thirteen participants, only one participant was able to produce the PGP. This participant wanted to be developed in criterion number 10 of the IQMS: Decision making and responsibility. However, one would have expected that something would have been said about criterion number 5 which dealt with professional development in the field of work or career and participation in professional bodies. It also emerged from minutes of meetings of staff, SMT, subject meetings and DSG, that there was no evidence of discussions around PGP.

8.5 What fuels the fire: extrinsic or intrinsic motivation for professional self-development!

In this section, participants were asked to say what stimulates them to participate in professional self-development. It emerged from the analysis that participants were motivated by extrinsic and intrinsic circumstances. There were also those that were not motivated to engage in professional self-development. It emerged from the analysis that two participants were extrinsically motivated by a wish to gain opportunities for promotion. They engaged in professional self-development since they were hoping that this might empower them to gain new knowledge and opportunities for new employment or promotion. Other participants here

were motivated because they wished to keep with change since current demands of the changing content of the subjects requires new knowledge as one participant pointed out that:

> *…these days a person needs to develop himself professionally here especially in our profession because there are so many things that are introduced, so a person should keep up with change.*

Perhaps it is important to draw from Eyal and Roth's (2010), views on intrinsic and extrinsic motivation. Innate motivation comprises executing an activity because the activity itself is stimulating and encompasses an exemplary of independence, and because the individual is enthusiastic to perform the activity voluntarily, out of curiosity. Extrinsic motivation includes executing an activity because it may result in some separate outcome, thus activities that are monotonous may require exterior corollaries in order for an individual to be enthused. In exploring teachers' understandings and practices of professional self-development, it is important to look mainly at hidden challenges that might give a picture of why teachers are participating in a particular fashion in their professional development.

It further emerged from the analysis that four of the thirteen participants were also extrinsically encouraged to participate in professional self-development. They were motivated by development of technology which requires them to adapt to sophisticated ways of delivering the curriculum and be able to use modern technology to boost their teaching skills. They also indicated that the environment in which they found themselves also motivated them to engage in professional self-development as one participant pointed out that; *"…sometimes it could be the spaces, it could be colleagues and the performance of learners…"* Based on the views of Roy, Rahim and Khojah (2018) discussed in Chapter Two, I indicated that teachers universally tend to welcome development because it does not only provide them with innovative techniques to manage their transforming curriculums and new technology, as well as the chances to obtain new teaching skills, but it also apprises their perceptive of how students learn. According to Yee (2016), teachers currently encounter challenges such as to recuperate student-cantered teaching, to incorporate technology and learning, and to apply higher-order thinking skills just to name a few. This makes it very important for teachers to be used in technologically related activities in their classrooms. This view resonates with Doig and Groves (2011) and Mukeredzi (2013) who assert that teachers who do not involve themselves in professional self-development may lack stimuli for curriculum change, new classroom technology, advance in pedagogy teaching strategies and classroom management. Teachers

further revealed that if any developmental project does not lead to opportunities to grow within the institution, participation might be lesser or none at all.

It further emerged that to participate in professional self-development, at least two out of thirteen were motivated by the performance of learners. When there were challenges with learners or if the results were not good, the participants might then seek some means to develop themselves so that they are able to provide an effective response to their needs. If learners are performing well, there seemed to be nothing to worry about, but if learners are performing below the required standard, the participant saw the need to develop himself. Nwakasi and Cummins (2018) assert this by pointing out that sometimes, having poorly performing and/or poorly behaved students are factors that also affect teacher motivation. The importance of learners' performance is also evident in the views of Comighud and Arevalo (2020), that teachers function as one of the supreme significant essentials of the education system; hence, the accomplishment or fiasco of educational activities relies heavily on their operation in implementing the teaching and learning process, enabling classroom supervision in the learning environment, contributing in curriculum development, and promoting professional growth and engagement. This might mean that teachers ought to be highly motivated to perform their duties.

In this research it also emerged that three of the thirteen participants were intrinsically motivated to engage in professional self-development. One participant indicated that she engaged in professional self-development because she wished to grow in the profession. This kind of motivation developed within the teacher and it is very important that professional self-development should develop from within the teacher as one participant pointed out that; *"...I want to grow in the field…I need to be up-to-date with my work…"* Another participant's motivation was based on psychological issues and involved self-reliant and have self-efficacy. However, it was not clear how these motivated him. The pattern that has emerged in the analysis is that few participating teachers (three out of thirteen in this case), were intrinsically motivated to develop themselves. According to the Self-Determination Theory (Niemiec, Ryan & Deci, 2010), humans are naturally active individuals who are concerned with emerging and polishing their competences by interconnecting with the physical and social environment; looking for opportunities for selection, mastery, and rational connection; and assimilating their continuing experience. However, drawing from the findings, only a handful participants (three teachers) seemed to have intrinsic motivation as contemplated in the SDT.

It further emerged that one participant was extrinsically motivated by money since he believed that it would assist him in developing himself further. Individuals are involved in educational processes for an assortment of reasons, such as growing their personal income, raising their living standards for higher levels, occupational concerns, intelligent development and social upbringing (Börü, 2018). Money contributes a very important function in inspiring participants to engage in professional self-development. It might encourage teacher participation if the majority of professional self-development activities are accompanied by money incentives. Surely, that teacher who emphasised extrinsic motivation is the opposite of the notion of intrinsic motivation as highlighted in the SDT.

It also emerged that only one participant was just engaged in any professional development activity without any reason: *"…one is just doing this development that means nothing…".* But a closer look at this participant, suggests that she was not involved in developing themselves professionally. According to Demir (2020), an institution comprising of teachers with raised level of self-efficacy makes enormous impact in substantiating self-efficacy acuities of students. Teachers who see themselves competent in their profession might reflect positive on their job satisfaction (Kalasak & Dağyar, 2020). Engaging in professional self-development becomes very important for teachers. SDT originated on the principle of human development that persons are intrinsically determined to develop psychologically while also assimilating the know-hows and persona to configure a sense of self (Deci & Ryan, 1985). Based on the views of humanistic psychology, Rogers (1992) points out than a person is a comprehensive and exceptional personality that is capable of shaping his or her own career, to expand in their maximum divine and idiosyncratic development.

8.6 Teachers' most preferred type of professional self-development activity

In this section, the broader question asked to the participants was, "*What kind of professional self-development initiatives do teachers engage in and why do they engage in such fashion?*" The analysis in this section revealed that academic study, workshops and reading emerged as the most preferred types of professional self-development activity. The analysis is also based on Personal Professional Development Portfolio and the communication of professional self-development needs. Finally, this section discusses the analysis on CPTD activities that teachers engage in.

8.6.1 Academic study, workshops and reading

In this section, participants were asked the question, "*What kind of professional self-development initiatives do they engage in?"* It emerged from the analysis of this study that the participants preferred engaging in academic study, workshops and reading. The pattern that emerged from the analysis revealed that three out of thirteen participants seemed engaged in professional self-development through academic study. One participant indicated that her intention was to complete her studies and go and work in another African country. Another participant engaged in professional development activities because with seven years' experience, the participant was already studying towards a Master's degree; *"…currently I am registered for a Masters' degree where I try to develop myself…"* Such engagement in professional self-development through academic study might assist the participant to be an expert in curriculum delivery in regard to her subject. According to Hodges, Kulinna, Lee and Kwon (2017), teachers enjoy practical professional development activities and ongoing support which they regard as key to their performance. Studies in other countries also recognise the importance of professional development. In developing countries such as China, India, and Russia, engaging teachers in their professional development has been found useful in providing educators with chances to pass on information, and improve instructional abilities and reflective practices (He & Ho, 2016; Mathew, Mathew & Peechattu, 2017; Rahman & Borgohain, 2014).

It further emerged that six out of thirteen participants preferred workshops as a way of professional self-development. In these workshops, the discussions were largely around particular subjects where the participants refined their current knowledge and received new information regarding the subjects they were teaching. By attending workshops, the participants were able to gain knowledge that might empower them to train other teachers at school. This resonates well with Kennedy's (2005) Training Model of professional development which incorporates skills-related, technocratic view of teaching, whereby CPD gives teachers an opportunity to re-educate themselves in order to be able to show their capability. Some teachers had vast experience in teaching but looking at their engagement in professional development, the study revealed that they relied mainly of workshops. Professional self-development through workshops seemed to dominate more than academic study. For instance, one participant said; *"…just developing myself…attending workshops, that*

is how I am developing myself…" Based on Milondzo's (2003) view, school-based professional development programmes should be grounded on three key principles, namely, "Teachers should be involved in the identification and articulation of their own training needs; growth experience should be individualised; and the single school is the largest and most appropriate unit for educational change".

It also emerged from the analysis that two out of thirteen participants preferred reading as a way to professional self-development activity. This involved reading various books based on her subject science to supplement her knowledge. Others read books but could not specify what kind of books they were reading. This also involved reading newspapers and claimed that this assisted with professionalism. One of them said; *"…I think…reading most of the time…maybe a book or a newspaper, could it be a textbook, which can assist you in your professionalism…"* Broemmel et al. (2019) revealed that for the previous four decades a fair number of researchers has endeavoured to define the reading traditions of teachers, and with a respectable motive. The reading traditions may openly influence students' understanding and accomplishment. Broemmel et al. (2019) also stressed the significance of teachers' professional reading habit, signifying that they show curiosity in the occupation. Cai (2019) asserts that continued professional development is indispensable for scholars including teachers at all stages of their career, and it has been extremely recognised that scholars are accountable for selecting suitable techniques of professional development. Reading is very significant as a way of professional self-development. Küçükoğlu (2013) asserts that reading is a lifetime skill to be used both at school and through one's life, beside the capability to read well, chances for personal realisation and job achievement unavoidably will be mislaid. Although very few participants said that they participated in this activity as professional development measure, nevertheless, it is noted some of them engaged in this venture.

It was also noted with regret, that some of the participants did not concern themselves with any self-development activity. It is good that only two out of thirteen participants were not worried about developing themselves; a bigger number would be a concern. One of them said; *"…no, there is nothing that I am currently doing. We are just resting, there is nothing that one is doing…"* The reports of the South African Council for Educators on professional teacher development clearly indicated that some of the problems hampering the implementation of CPTD included a gross lack of participation on the side of teachers. In Chapter Two, I pointed out that teachers who do not engage in self-development through CPTD might miss out on its

benefits. For instance, Coe, Carl and Frick (2010) indicate that teachers might lack meaningful collaboration with peers. Doig and Groves (2011) and Mukeredzi (2013) further suggest that educationalists who are not involved in professional development may lack stimuli for curriculum change, new classroom technology, advance in pedagogy teaching strategies and classroom management. None-participation of teachers in self-development may result in lack of reflective practice, which is regarded by Mathew, Mathew and Peechattu (2017) as central in teachers' professional development.

8.6.2 Development of Personal Professional Development Portfolio

In this section, the participants were asked to explain if they developed their Personal Professional Development Portfolio and to explain why they believe this was important. Their responses revealed a gross lack of development of Personal Professional Development Portfolio which might be regarded as the first step to indicate that a teacher is participating in professional self-development. The SACE required teachers to compile a PPDP as an initiative to engage in professional self-development. The SACE Guidelines to compiling Professional Development Portfolio indicate that this portfolio encourages educators to take accountability for their professional self-development (SACE, 2014). This might be done through identifying areas of strength, participating in professional development programmes and reflecting on their development and practice through compiling professional development portfolios. The portfolio further assists teachers to answer some critical questions about their professional self-development and professional practice.

It emerged from this study that three participants claimed that they knew and had developed their PPDP. However, further in-depth discussion revealed a different story altogether. For instance, when I probed further on this, asking them to produce evidence in that regard, I found out that, in fact, these participants were just talking about IQMS file, and not PPDP. Others were referring to PPDP while, actually, they were talking about an educator's personal file. It became very clear that the participants were not recording their professional development activities and this might reveal a lack of participation in professional self-development. The portfolio is a corporeal and altering collection of records that reflect your accomplishments, skills, experiences and attributes. Mahmood et al. (2014) suggest that the Professional Development Portfolio effectively functioned as a development instrument and affianced teachers in reasoning about their professional proficiencies

Documents reviewed in relation to PPDP also revealed nothing that could be regarded as PPDP as the three participants had claimed. The participants only showed me their IQMS, personal and assessment files. Therefore, I can conclude that none of the participants had developed a Personal Professional Development Portfolio as they had claimed. Mahmood, Kalsoon, Dilshad and Butt (2014) suggest that teaching is a high-pressure occupation and one of the stresses in this respect is accomplishing the challenge of captivating learners to the extent where they become autonomous learners. This pressure may become complex if school teachers themselves are not prototypes of intelligent autonomy for their pupils. Mahmood et al. (2014) further assert that such intellect independence could be achieved through professional development portfolio which facilitated participants to take possession of their learning by positioning course for development. Therefore, it is unfortunate that the benefits that these scholars talk about eluded the participating teachers in this study.

Knowledge about what a PPDP is and how it can assist the teacher to develop both personally and professionally emerged as a recurring challenge. For instance, only two of the thirteen participants had some knowledge of PPDP but on further probing they indicated that copies for participants so that they can create files for all teachers but that never happened; *"…you know we just made copies in our school that we are going to do it for everyone but it was never done…"* The Personal Professional Development Portfolio is a very useful document in a professional scenery; demonstrating skills of an individual, literate life history, accomplishments and experiences. Mahmood et al. (2014) suggest that the PPDP allows teachers to use autobiographical lens and establish self-perception during self-audit which assisted them form Individual Learning Plans (IPLs) which focused on their trepidations and flaws as teachers. Changes are transpiring all the time and there is a necessity for teachers to improve their ability to offer improved learning possibilities for learners (Khan & Begun, 2012). This stresses the importance of having a PPDP which might indicate how a teacher is progressing towards professional self-development. In this category the findings revealed that some teachers claimed that PPDP files were important since they formed the archive of the school. But when I requested to see the file, the teacher indicated that he kept his electronically in his phone but there was an article in his phone concerning how to develop a PPDP file: *"…I don't have mine…I use to put it here in my cell phone when I just go to the workshops..."* A top-down system of programmes and exclusion of teachers from designing their self-development programmes may lead to poor participation by teachers since there might be lack

of ownership of the programme. Therefore, professional self-development fits in this idea of bottom-up approach to development.

The notion of bottom-up approach enjoys traction with many scholars in the field of educational leadership and management. For instance, Chikoko (2008) points out that teachers are often required to be unquestioning implementers of outside school initiatives and the top-down and cascading approaches seem to be overused. He further suggests that there seems to be a need for more home-brewed, institutional-based and group-based teacher professional development for which schools claim ownership and to which they should be accountable. The analysis of this study discovered that six of thirteen participants did not have the PPDP file, they have never heard of it but they think it was important: *"…I don't have the PPDP…I think it is important…"* Others claimed that they did not have the file and they did not think it was important to have that file. The non-availability of such a file was an indication that professional self-development was not implemented properly. Khan and Begum (2012) point out that educators normally cogitate professional development centres and training centres as the lone resource of expert knowledge. Continuing professional learning is significant for teachers, since it preserves and advances their enactment of recent practices and it assists them manage changes.

8.6.3 Communication of Professional Self-Development needs

In this section, participants were asked to explain how they got the opportunity to discuss and communicate their professional self-development needs with the SMT or any other structure in their school. It emerged from the analysis in this study that six of the thirteen participants communicate their professional self-development needs through their immediate supervisors namely, Departmental Heads and Principals. They usually informed their Departmental Heads who then conveyed the message to the principal. At school participants are usually given new subjects to teach and that required acquiring new skills for teaching that particular subject: *"…I talk to my Departmental Head since here at school we do not specialise, you are changed each and every year and you find yourself teaching another subject…"* According to Karlberg and Bezzina (2020), policy makers need to develop continuing methodical valuation of professional development requirements of teachers and give suitable continuing preparation. Research also emphasises that to be effective, teachers need professional development that is a continued concentrated exertion to advance teaching and learning (Badri et al., 2016). However, it

becomes very important for the teacher to know where he/she is lacking and how to communicate his/her needs.

It also emerged from the analysis of this study that a further four of the thirteen participants communicated their professional self-development needs during meetings with the SMT. They just informed the SMT verbally and did not write anything down. They just contacted any member of the SMT that is available at that time. Others just contacted any member of the SMT but since members of the SMT are subject specialists, it becomes unlikely that one talks to any member but your subject specialist: *"…anytime if I see that such member of the SMT that is available…I make an appointment and then go and share information…we do have SMT meetings…the principal give us opportunity to talk about professional self-development".* Management and inspiration are indivisible especially the principal's transformational leadership has been an emphasis on education for more than a decade because of the critical function it plays in encouraging the functioning of teachers and students (Zeyuan & Adarkwah, 2020). Amongst this same category, participants also communicate their needs through meetings. They talk about their needs in departmental meetings. Participants also indicated that they presented their needs in meetings but these were not attended to; *"…normally, I use to take the opportunity during departmental meetings…the principal also gives us the opportunity to say how we can be assisted in our subjects…"* Rubio (2009) points out that to be an efficient teacher does not only comprise possessing a profound gratified information, but also organisational, management and communication skills, being able to systematise teaching and offering pertinent appraisal and reasonable evaluation.

Within an educational setting, Natale and Lubniewski (2017) suggest that operative interaction acts as an intact input to the academic, social and emotional success of students. This might mean that it is important for teachers to know how to communicate their professional self-development needs since that might lead to their academic success and the success of their students. Burns (1978) suggests that Transformational Leadership Theory occurs in settings where mentors and mentees are involved or cooperate with each other with the determination of emerging the inexperienced persons in such a way that he achieves exceeding regular stimulation and integrity. Here, school principals may be in a better position to develop and inspire their teachers provided they themselves have relevant informational required by teachers.

It also emerged from this study that the final three of the thirteen participants are in various committees where they communicate their professional self-development needs. However, the Learning and Teaching Support Materials committee is normally in charge of ensuring the availability of materials for teaching and learning. Therefore, it is unlikely that this committee is also in charge of professional self-development. This seems to indicate that committees relevant to professional self-development of teachers might not be available, as a result, teachers end up reporting their professional development needs in committees that are not dealing with professional development of teachers. Professional development requires a continual process of change or transformation but may be based on various stages of knowledge and skills acquisition, as well as experiences of the individual.

Other participants communicated their professional self-development needs in a more informal way. One participant indicated that as an open person who likes to get advice, she communicated with any person. She claimed she did not need any meeting and she just voices her needs in public; *"…I am a very open person…I share a lot…I love to get advice…I don't need a meeting to get to tell a person…"* This may necessitate the members of the SMT as leaders of various departments within the school to be involved on one-on-one rational correlation in order to be acquainted with teachers and their challenges. Amongst the same group that communicates their professional self-development needs, it also emerged that the participants communicated their professional self-development through Development Support Groups; *"…we sit down…we meet with DSG and then discuss…"* The DSG is normally formed as one of the IQMS sub-committees with the main purpose being to provide mentoring and support to the educator. It is important that there is unsolidified interaction within the DSG to guarantee optimistic and smooth environment where professional self-development might easily take place. In this section, it became very clear that the participants communicated their professional self-development needs in various ways ranging from their Departmental Head, school principals, meetings, committees and Development Support Groups.

8.6.4 Certification for Continuing Professional Teacher Development Activities

In this section, participants were asked to elaborate on the kinds of professional development activities they engaged in between 2017 and 2019. They were also expected to indicate whether they received certificates for participating in professional development activities. This section also covers what emerged from the analysis of Type 1 Activities, Type 2 Activities, as well as

Type 3 Activities. According to SACE (2013), the CPTD will promote and recognise teachers' professional development through involving teachers in these types of activities. First, Type 1 Activities which involve teacher's distinctive attempts to advance themselves as specialists will be enthused and recognised. Second, Type 2 Activities which involves anything schools do to develop teachers' information, abilities, devotion and service will be inspired. Third, Type 3 Activities which involves that outside suppliers will be abetted by SACE to recuperate and uphold the excellence, efficiency and significance of their programmes for teachers.

The analysis of data showed that only three of the thirteen participants claimed to have participated in CPTD activities, but also that they had not recorded their activities. They indicated that they participated in Type 1 activities. They claimed that they attended workshops and only verbally reported back to their immediate supervisors. They blamed the programme of CPTD that it was not rolled out properly; *"…I think it was not brought out properly…I read, attend workshops and meetings…but I hardly ever go in and record the information…"* In the analysis of participants' responses, it also emerged that five of the thirteen participants were not sure of receiving any certification because they thought something was submitted to SACE through workshops facilitators. They claimed that the facilitators promised to submit on behalf of teachers but there was no follow up done to ensure what was promised get done. Participants indicated that the problem was that they did not even know how to record activities covered and were also not aware they are supposed to receive certificates on completion of certain activities *"…we were supposed to take it to the computer, then the computer must capture it automatically…we just did what they informed us to do but we never received results…"* According to Mashologu (2012), the excellence of teacher professional operation is at the foundation of excellent schooling and CPTD is an indispensable element of a complete education system. Hence, organisations and CPTD organisers should inspire teachers to participate in continuing professional teacher development, especially the specialists of various subjects as they are the key resource individuals in CPTD. The co-ordinators are assumed to be well knowledgeable about the CPTD activities. Based on Mashologu' (2012) view, it is important that before the application of any CPTD programme, planners need to scrutinise the professional teacher development cycle and recognise how adults learn. This might assist in developing CPTD programmes appropriate to teachers' needs.

It also emerged from this study that a further five of the thirteen participants were not participating in the programme that was meant to assist them with their professional self-

development. These participants have never attended to all three types of professional development activities. Such teachers knew about the project but they have never started. One of the participants said; *"…no certificate that I have received because I haven't started…"* Drawing on Coetzer (2001) the efficacious application of innovative guidelines will only be operative if teachers are sufficiently trained and prepared by means of personalised reskilling and they comprehend the significance of promoting their practice through the process of continuing professional development. As I indicated in Chapter Two, participation has contributed to individuals' life improvement skills, co-construction of new ideas, enhanced lesson preparation, understanding of content, and empowerment for effective teaching (Aboalshamat, Hou & Strodl, 2014; Dalgarno & Colgan, 2007; Nasciutti, Veresov & Aragão, 2016; Nel & Luneta, 2017; Vangrieken, Meredith, Packer & Kyndt, 2017).

Through the analysis in the above category that was not participating in professional self-development, I also discovered that teachers were not even aware of such activities of professional self-development. It seemed that information was not provided by the school hence teachers never attended any workshop related to CPTD activities. Kasprabowo, Sofwan and Bharati (2018) suggest that teacher certification should not be considered the final step of teacher professional development. After gaining the certificate, teachers should not stop continuing their professional development but should consider CPTD as any activities that help them develop. Teachers have to keep planning, conducting and evaluating their professional self-development. Drawing on Transformational Leadership Theory of Von Loggerenberg (2002), managers give subordinates chances to exhibit imaginative competences and originality. The dissemination of information lines should be very clear so as to provide teachers with professional self-development information. Adarkwah and Zeyuan (2020) point out that preceding investigation has recognised that leaders who implement transformational leadership style can inspire their teachers to guarantee participation in professional self-development and higher academic achievement of students.

From the above category it also emerged that participants were not sure whether the meetings they attended were also viewed as part of CPTD activities. They claim to have attended but did not reach the required points to qualify for a certificate: *"…I haven't received anything because of the minimum number of workshops I have attended…"* As indicated in Chapter Two, the Department of Basic Education (DBE) has developed an approach for teacher improvement

referred to as the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa: 2011 -2025 (ISPFTED) (Republic of South Africa, 2011). This approach as indicated by Samson (2013) emphasises the need for educationally vibrant, knowledge rich courses for teachers. Most importantly, Smith (2015) suggests that teachers will be helped to take responsibility for their own professional development through signing up with SACE Continuing Professional Teacher Development Management System and achieving the targeted number of Professional Development points. There are three different types of professional development activities that teachers are expected to engage in as a form of professional self-development.

8.6.4.1 Type 1 Activities

In this section participants were asked to talk about Type 1 activities they have initiated and how these activities have assisted them (if at all) in their teaching. Type 1 activities are also called Teacher-Led activities and are supposed to be initiated by teachers themselves in order to improve their professional skills. The analysis of this study revealed a lack of understanding of Type 1 Activities of professional self-development activities where five of the thirteen participants showed lack of understanding. Continuing Teacher Professional Development is regarded as key to teachers gaining essential pedagogical-content knowledge needed for the 21st century (Johns & Sosibo, 2019). Simelane and Mutambara (2022) point out that although too much emphasis has been placed on CPTD as key towards required pedagogical content, knowledge is required to meet the challenges of the Fourth Industrial Revolution (4IR). It becomes very important for teachers to understand Type 1 professional development activities. This resonate with Transformational Leadership Theory of Von Loggerenberg (2002) which indicates that in Individualised Consideration, leaders discuss with individual subordinates and attend to their complications so that they can be helped and inspired to improve through individualised basis. Professional self-development is viewed as a learning-oriented, situated process that allows teachers to update their professional knowledge, skills, and ultimately to develop agency through personal and collective reflective practice (Banegas & Glatingy, 2021). Professional self-development is viewed as a longstanding professional development practice which is crucial to obtain competent and qualified teachers in a dynamic organisation. Professional self-development helps teachers with different proficiency to prepare for the uppermost performance and be able to enhance and facilitate learning and teaching practices (Mohammadifar & Tabatabaee-Yazdi, 2021). I believe bringing clarity to educators regarding

Type 1 Activities might assist educators in understanding and participating in professional self-development.

It also emerged from this study that two of the thirteen participants-initiated networking with other schools but never recorded their activities. Networking only focused on assisting learners to learn better and had nothing to do with professional development of teachers. This is what one participant said "*…I have requested teachers from neighbouring schools to assist but never recorded…"*. Human connection is fundamental to learning (MacMahon, 2020). Through social interaction, we consciously and unconsciously share a range of states with others in the learning environment which assists us to understand one another and the experience. In Self-Determination Theory, Ryan and Deci (2000) point out that people have a prime tendency to forge interconnections amongst aspects of their own selves, as well as with other individuals and groups in their social world. Studies conducted by Mohammadifar and Tabatabaee-Yazdi, (2021) have emphasised the value of connectivity amongst the professionals.

The analysis in this study also revealed that some participants were engaged in watching television and they regarded that as an initiative for professional self-development. One of them said: *"…I am saying that we do watch the news, reading things…say I am going to record but it never happens…"* The Professional Development Points Schedule (PDPS) of CPTD (SACE, 2013) requires teachers to engage in researching based on teaching and learning; investigating and writing an article, newsletter, newspaper, magazine or journal; investigating and explaining in educational meetings, conference, seminar, workshop, on radio or on television and finally investigating and developing materials for teaching and learning. Watson and McIntyer (2020) point out that the benefits of educational television can go beyond academic outcomes and encompass other outcomes that are important to child development: namely, socio-emotional outcomes. The understanding of this pivotal role might require teachers to develop themselves through the use of television. Madhubhashini (2021) notes that as the effective needs are concerned, the learning process happens on television medium with visuals, effects and verbal communication. It is important to point out that when it comes to personal integrative needs, students need accurate and reliable subject specific knowledge and I think this might require teachers to develop themselves through television to be on par with delivering the content.

From the analysis of this study, it emerged that the remaining four of the thirteen participants were not sure of what counts as Type 1 activities and did not initiate any activity which is an indication that they were not participating in professional self-development. A study conducted by Smet (2022) discovered a high rate of teacher non-participation in professional development activities. I believe participation in professional development is very important and it requires programmes that are relevant to teachers' needs so that they may be motivated to take part. The analysis of the process of self-development cannot be carried out without using such components as the development of a person, the development of personality or personality development (Tursynay, Rymshah, Askar, Karas & Azhar, 2021). Professional self-development of a person is a dominating professionally relevant quality of a present-day teacher providing his professional becoming, professional development and, as consequence, competitive advantage in the labour market. In Self-Determination Theory, Ryan and Deci (2000) suggest that when intrinsically motivated, people engage in activities freely, being sustained by the experience of interest and enjoyment.

8.6.4.2 Type 2 Activities

In this section, participants were asked to specify Type 2 Activities that were initiated by their schools. They were also asked to say how such Type 2 Activities assisted them in their teaching. According to SACE's, Professional Development Points Schedule, Type 2 Activities also called "School-Initiated" activities. These activities that are "School-Led" and designed to deal, for example, with collective needs identified by a cluster of teachers or the SMT. Examples of such activities may include attending a workshop or course in a school concentrating on discipline, attending meetings, responding to some of the identified needs in the School Improvement Plan (SIP) or Whole School Development Plan (WSDP), executing intercessions that respond to the Annual National Assessment (ANA) or National Senior Certificate School Diagnostic Reports (NSCSDR), intercessions that respond to the school's Academic Performance Improvement Plan (APIP), and projects that form part of initiatives developed by the school.

It emerged from the analysis of the study that eleven of the thirteen participants claimed that their schools did organise training on how to solve problems by using various strategies they developed themselves which assisted them in their teaching. School-based improvement

programmes are typically provisional and transformative and they are categorised by school-based and school driven prototypes and communities of practice (Mashologu, 2012). The understanding of professional development models may assist us in understanding the countless modes in which CPTD specifically professional self-development may be implemented. Training model (TM) concentrates on proficiencies, with skilful transmission of knowledge, and slight applied focus (Kryvonis, 2013). Kennedy (2005) suggests that the TM is commonly identifiable and has lately, perhaps been the dominant form of CPD for teachers. This involves the delivery of knowledge to a teacher by a professional with the objective regulated by the deliverer, and the partaker occupies a passive role. Training is supposed to occur in the institutions where teachers work but most of these workshops take place away from schools and are frequently prone to disapproval regarding their deficiency of linking to the present classroom situation in which teachers work (Kennedy, 2005). The principal might be a suitable person to drive the training of his teachers and this might allow him to get a better understanding of his teachers and their needs in terms of professional self-development.

From the above category teachers claimed that their principals organised developmental meetings and functions where they went out and gave teachers their duty load. According to SACE Professional Development Points Schedule, teachers are required to attend enlightening seminars lasting for a period of 1 hour or more where as one of the activities they could discuss includes educational topics with colleagues. The key fundamentals for the forthcoming education and of the teaching profession correlate with the fluctuating function of teachers and teacher training, the role of schools, the need for re-education within the context of 21st century skills (Vuorikari, Garonia, Punie, Cachia, Redecker, Cao, Klamma, Pham, Rajagopal, Fatter & Sloep, 2012). In South Africa, CPTD is currently employing the cascade model (CM) where the Department of Basic Education nationally trains district teams who, in turn, train one or two teachers per school and these teachers are expected to train all the teachers at school level. Kennedy (2005) indicates that the cascade model involves individual teachers attending 'training events' and then cascading or disseminating the information to colleagues. In some cases, the principal attends workshops and return to school to cascade information to teachers. In that way, professional self-development might take place. The findings also revealed that in some schools, computer laboratories were installed and teachers were taught how to use computers. But it also became apparent that teachers did not get free access to these computers because it was a project meant for the Mathematics and Science teachers and learners. Therefore, it might be clear that computer laboratories did not support professional self-

development of teachers. This is one professional development activity where there was remarkable participation, as eleven of thirteen participants claimed to have participated in Type 2 Activities organised by their respective schools.

The analysis indicated that the last two participants in this category indicated that their schools were doing nothing in regard to Type 2 activities; one of them said: *"…no, I do not remember…I don't know whether I am lying…"* Some schools did not organise or did not have well planned programmes for professional development of participants. That is why there are participants who indicated that their schools did nothing to develop them. Based on Thurlow, Bush and Coleman (2003), principals who practice transformational leadership do not rely on their personal influence but attempt to encourage staff and distribute leadership roles and this may inspire teachers to guarantee elevated scholastic accomplishment of students and assist teachers also to develop themselves professionally. The review of documents did not reveal any evidence of Type 2 activities as having been provided to the teachers. It is only in School 4 that the documents revealed that at least two meetings occurred in which leave matters were discussed, but not professional development. In addition, although the documents indicate that a workshop on leave matters took place later in 2020, PD points were not recorded as proof that participants did attend such meeting.

8.6.4.3 Type 3 Activities

Participants were asked if there are any Type Three Activities that they are engaged in. They were also asked to clarify how these Type 3 Activities assisted them in teaching their subjects. According to SACE Professional Development Points Schedule, Type 3 activities comprise full qualifications, short courses, and skills programmes. These activities are introduced by the employer or obtainable through service providers for example private providers, Higher Education Institutions, NGOs, Professional Associations, and others. According to the CPTD Management System Handbook (SACE, 2013), when SACE accepts an external provider and endorses the provider's professional development activity, SACE will then allot the precise amount of PD points to that activity according to the PD Points Schedule. Each SACE Approved Provider, by means of a simple electronic form, will report type 3 PD points online to SACE.

Like in the previous themes on self-development, the analysis clearly shows that the uptake of Type 3 Activities was low as only two out of thirteen participants engaged in academic qualifications as their Type 3 professional development activities. Some participants were engaged in qualifications that indicated career pathing where they were planning to leave the education system and embark on another field of work. Participation in Type 3 Professional Development Activities was not satisfactory. Participants were not aware of what constituted Type 3 PD activities. As indicated in SACE Professional Development Points Schedule (SACE, 2014), Type 3 Activities are activities that are employer and provider-led. Since the participants had expressed unawareness of what constituted Type 3 Activity, it was no surprise that the teachers did not record their PD point scores after completing the activities.

The second category of activities that the participants engaged in were workshops and courses although such professional development activities did not qualify as Type 3 professional development activities in terms of SACE provisions. Five out of thirteen participants engaged in such PD activities. Other activities that they participated in were organised by teacher unions and the participants pointed out that workshops assisted them in learning how to deal with learners' needs. Some of these workshops focused on professional ethics for educators, while others on the behaviour of teachers but it was not clear how such workshops contributed to the teachers' Type 3 professional development activities. What is also emerging from this study is that it is the principal or the SMT that are in a better position to ensure that relevant courses are provided to teachers under their supervision. The SACE Annual Report 2018/2019 revealed a lack of involvement of teachers in professional development through Type 3 activities. In Type 3, the targeted number of educators was 73 620 but only 6 121 (8, 3%) were engaged in Professional Development activities. SACE targeted 24 874 educators to be certificated but only 934 (3, 75%) met the minimum requirement of 150 CPTD points over a three-year cycle. The analysis made here indicates lack of participation of teachers in their professional development. The next section focuses on what emerged as challenges to professional development of teachers.

8.7 The challenges dominating the teachers' discourse of professional self-development

The analysis of the findings identified two broad categories of challenges that dominated the discourse around professional self-development. The first category relates to the teachers'

personal obstacles to professional self-development and the other category has to do with structural challenges relating to the design and relationship between the IQMS and the CPTD processes. The discussion below will begin with those challenges relating to the teachers' personal obstacles, followed by structural challenges relating to the IQMS and CPDT processes.

8.7.1 Teachers' personal obstacles to professional self-development

In this section, participants were asked to say what challenges they encounter while engaging in professional self-development. The analysis of their responses generated seven obstacles, and these are lack of money; lack of time; teachers' workload; subject changes; shortage of teaching and learning resources; lack of knowledge and finally family responsibilities.

Shortage of money

It emerged from the analysis that the shortage of money was one of the obstacles that undermined and frustrated teachers' efforts in engaging in professional self-development. For instance, three participants saw money as the main challenge to their participation in professional self-development. One of the participants saw money as something that stopped them as teachers from engaging in professional self-development; this participant said; *"Yes, financial constraints are straining us…and you find out that you are also responsible for many things at home…"*. This and other participants believed that involvement in professional self-development should go together with salary increase which might be used as a motivation. Some participants are so eager to continue with studies but courses are so expensive and bursaries are limited.

In a study conducted by Kosgei (2015), the absence of capital was recognised as one of the issues that restrict teacher involvement in staff development programmes. Many schools do not set aside funds to cater for the teachers' participation in workforce development programmes. The shortage of capital may also have thwarted the participants' efforts from embarking on further studies and training to advance their proficiencies and professional development. Atta and Mensah (2015) also note that obstacles to progressing with continued professional development relate to inadequate funding and restricted chances for continuing professional

development programmes. Selemani-Meke and Rembe (2014) concur with Atta and Mensah (2015) that another impediment to providing high quality professional development experiences is financial costs and the related issue of resources.

Lack of time

It also emerged from this study that the lack of time was seen by two participants as an obstacle to engaging in professional self-development. Mashologu (2012) suggests that competent teachers are the basis for excellent schools, and refining teachers' proficiencies and understanding is one of the greatest significant investments of time and money. In professional self-development, time is very important and teachers need to be allocated time to engage in professional development activities. The Department of Basic Education has placed more interest in matriculants, also known as Grade 12 and teachers are expected to spend more time teaching matric which jeopardises their time to engage in professional self-development. This view is also shared by other scholars who have identified the unavailability of time as the utmost obstacle to successful professional development (Bellibas & Gumus, 2016; Macheng, 2016; Sywelem & Wite, 2013).

Teachers' workload

The analysis of the data further revealed that two participants saw overloading of work as the main challenge to professional self-development. There is a lot of work at school and some participants do not have time to attend to their professional self-development needs. One of the participants said; *"…at times you find out that there is a lot of work at school and you do not get time to attend to your needs…"* The current situation in the Department of Basic Education places high demand on teachers to concentrate on teaching and learning and that leaves them with little or no time to engage in their professional self-development. According to Anggraini (2019), as job related challenges, the teachers will face workload challenges, instructional challenges, and classroom management challenges.

Subject changes

It also emerged from this study that the issue of subject changes was also a cited by one participant as the main inhibiter to professional self-development of teachers. Being given a

new subject every year limits a person of opportunities to gain experience and develop in a particular subject. Participants are then forced by circumstances to learn new content every year and that might not allow for time to engage in professional self-development. One of them said; *"…some of the things that make me not to develop myself is that in this school, subjects are always changed…this year you are teaching this…next year you are teaching that…"* According to Kamamia, Ngugi, and Thinguri (2014), complete understanding of the content is the groundwork upon which the education of a teacher is centred. The teacher with experience in a particular subject might be in a position to teach better since he might be familiar with certain techniques for tackling the subject matter. It becomes very important that the teacher remains teaching the same subject so that experience and mastery could be obtained.

Shortage of teaching and learning resources

The analysis of the findings of this study further revealed that two participants saw the shortage of resources as an obstacle to professional self-development. If there are shortages of textbooks, the participant might be forced to type some work for easy distribution to learners and that forces the teacher to suspend some of the activities related to professional self-development *"…things that make me not develop myself is the shortage of resources…it pulls me behind because right now I need to type some slides, make some notes…"* Boadou (2010) observes severe scarcity of resources of various kinds in differing measures, while Steyn (2011) saw the system as focusing on the accumulation of professional development points as the main obstacle. According to Mwangi and Khatete (2017), lack of resources is a great challenge, and that teachers were of the view that the current resources provided to them might not assist them fully in dealing with certain content at school level.

Lack of knowledge

The analysis of the findings of the study it emerged that two participants saw lack of knowledge and general laziness as an obstacle to their professional self-development. It seemed the Department of Basic Education and schools themselves were not encouraging teachers enough to participate in professional self-development. According to Tondeur, Sinnaeve, van Houtte, and van Braak (2011), the non-availability of internet is one of the utmost detrimental forms of marginalisation. Teaching and producing results seemed to be the main focal point. It also

appeared that participants were not given enough information regarding professional self-development and its importance: *"there is lack of knowledge, we do not know much about professional self-development if I may put it in that manner…we do not know the significance of self-development…"* Put concisely, information is operative in situations; hence, Park and So (2014) point out that the comprehension of knowledge proposes that a significant part of professional development is the aptitude for teachers to bond well with their community and jointly build knowledge while reconnoitring and mirroring on their practice.

The same category as in the above paragraph it also emerged that procrastination was also seen as the main obstacle to professional self-development. There were so many opportunities available for professional self-development but the issue of procrastinating might also be a problem because participants might end up not doing anything: *"…we sometimes push things and say I will see later, procrastination that I will see later…"* It also became clear that schools had no clear method of encouraging teachers to participate in professional self-development. Nakhod (2021), points out that procrastination is defined as a personal disposition that manifests itself in human activities and behaviour and is characterised by the postponement of significant matters. Postponement has been viewed as a diverging behaviour or an unreasonable suspension of behaviour related undesirable consequences. It is important that principals and SMT members play a very important role in motivating teachers to engage in professional self-development. Drawing on the views of Kouni, Koutsoukos and Panta (2018), principals may provide human resources development through providing individualised reinforcement by the school manager to subordinates, as well as influencing their intelligent inspiration, in order for the latter to be capable to rethink and experiment with new learning and teaching approaches, with the principal acting as an exemplar and giving crucial standards. This resonates with the views of Lai, Tang, Lu, Lee, and Lin (2020) that in Transformational Leadership Theory, in schools, managers inspire members' behaviour, because they are regarded as characteristic instance of the organisation and hold the power to appraise members' functioning or formulate decision relating to their elevation.

Family responsibilities

It also emerged from this study that one participant saw family responsibilities as obstacles to professional self-development. This particular participant argued that some teachers were also

in charge of their siblings' education and this forced them to use money to fund the education of younger family members which then left him with nothing to engage in professional self-development: *"…challenges at times it is family responsibility…you suspend your things regarding your study and attend to things relating to your siblings who are still at school…"* Some participants were bread winners in their families and they were in charge of the education of their brothers and sisters, in addition to their own children, and in some cases, even extended family members. Such responsibility involved spending lots of money; as a result, some participants were left with very little to spend on other worthy causes such as professional self-development initiatives. The next section focuses on whether IQMS and CPTD processes were also part of the challenges to professional self-development.

8.7.2 Challenges with IQMS and CPTD processes in professional development of teachers

In this section participants were asked to indicate if IQMS and CPTD processes feature in the challenges they encountered during professional self-development. Ideally, the Integrated Quality Management System and Continuing Professional Teacher Development are programmes designed to assist teachers to develop themselves (SACE, 2014). The analysis of the findings of this study revealed that most participants did not understand the role of IQMS and CPTD in their professional development; hence, they regarded these two programmes as posing challenge in their professional development. Only four of the thirteen participants did not see any challenge with both IQMS and CPTD. One of them said; *"…I don't see any problem with doing IQMS or CPTD…"* It was strange to note that these participants who claimed to have no problem with either IQMS or CPTD were the very same participants that failed to see the relationship between IQMS and CPTD and it was also revealed that they did not actively participate in CPTD. These participants were unable to produce their Personal Growth Plans they should have developed during IQMS and they also failed to show their professional development activities they initiated through CPTD. The claim that there was no problem controverts what they said in the Chapter Five and Chapter Six.

It also emerged from this study that three of the thirteen participants indicated that there was a challenge regarding lack of knowledge of IQMS and CPTD. They pointed out that when these programmes were introduced, there was no proper explanation; hence, they lacked knowledge regarding them. They also voiced out that they did not know what they were supposed to know.

According to one participant, there was much that they were supposed to know regarding the programmes that were designed to develop them. He said; *"…there is lack of knowledge pertaining that so I won't comment much…with IQMS we just tick the scores and then file them until next year…"* They did not see IQMS and CPTD as something that might assist them in professional-self-development. This is critical and a clear indication that IQMS is done without following its proper guidelines. It appeared to be a serious problem when participants only entered scores and there was no proper implementation of IQMS and linking it with CPTD.

The analysis of documents across the schools researched confirmed what teachers were claiming is that not much information was given to them by their schools. The documents like School Management Plans, SDT and meetings of various structures within the schools failed to reveal how this issue of lack of knowledge was addressed. All four schools failed to produce the CPTD Management Handbook that should have provided better information to teachers regarding what constituted various professional development activities. Atta and Mansah (2015); Chikari, Rudhumbu and Svotwa (2015); and Zein (2016) suggest that professional development ensures that educators continue to strengthen their practice, get opportunities for continuous learning, enhance instructional practice and deepen pedagogical knowledge**.** Enough and relevant information should be given to teachers so that they might have a thorough understanding on how to engage in professional self-development. According to Atta and Mensah (2015), cumulative chances for teacher continuing learning comprises a significant degree to influence the excellence of classroom teachings and student understanding. It is very important that teachers are given enough information regarding the programs that are meant to develop them. Unfortunately, these important issues seem to have eluded most of the participants in this study.

One of the challenges experienced by some participants was the lack of motivation in participating in PD activities. Such lack of motivation was associated with the perception that the Department of Basic Education was not providing sufficient support to the educators who needs professional development. One participant emphasised this point, saying that there was less backing from the school or Department of Basic Education who were not motivating them enough to engage in professional self-development. He said; *"…in terms of receiving support from the school and the department, there is less that the schools are doing in order to kind of push us…but motivate us into engaging in these activities.* However, this view is disputable based on the fact that the Department of Basic Education does motivate teachers by giving

them 1% payment towards their salary for doing IQMS. Currently, it is only CPTD that is done with no increase in salary but teachers only receive points that might lead them to obtaining certificates of recognition but that is not accompanied by money. It became true that some schools were not motivating participants enough to participate in professional self-development. The Policy on the South African Standards for Principalship (Republic of South Africa, 2015) states that the principal provides a variety of chances for, and inspire and encourage commitment in the continuing professional development for all at school. Teachers need to be encouraged to participate in a number of professional self-development activities.

Other participants (two of thirteen), saw money as a challenge when it comes to IQMS since it made participants not to be honest with the programme. They were not honest because everybody gets the same percentage across and no one failed IQMS. When they indicate their needs, it might take a long time before they receive feedback and no one bothers to come back and assist them: *"…on the side of IQMS, perhaps the challenge is money…we are not honest because everybody gets the same percentage across even if we did not do well, I still receive money…"* These participants pointed out that they were not honest with the programme and they only participated because there was money attached to the programme of IQMS. Whether one is performing best or poorly in IQMS but the percentage received remains the same. For this reason, teachers saw that there was no honesty in this programme. Even when they raise areas where they need assistance but that is not provided and there is no feedback given. Recording of the PD points posed another challenge. This point has been raised in the previous sections of this thesis.

One participant came up with a unique challenge that no other participant had raised, namely, that the structure of the structuring of IQMS and CPTD was problematic. The way they are structured was not assisting in developing participants, saying; *"…they are problem because they are not structured properly to assist educators to develop themselves…"* According to Bitzer and Albertyn (2011), developing academic professional proficiency involves a learning trajectory with various outcomes relevant to the process. Professional development requires a continual process of change/transformation but may be based on various stages of knowledge and skills acquisition, as well as experiences of the individual. Teachers may participate actively if professional self-development programmes like CPTD are relevant to their needs.

8.8 Mind-set of teachers as a critical element in understanding support provided during professional self-development

There are three elements regarding the mind-set of teachers in the study that are critical to them understanding the kinds of support that is provided during professional self-development. The analysis of the findings suggests the importance of empowering teachers to lead their professional self-development; the centrality of their attitude towards the need for teachers to lead their professional self-development, as well as their attitudes towards sources of support for teachers in professional self-development. These three are discussed below.

8.8.1 Empowering teachers to lead their professional self-development

In this section participants were asked to indicate the kind of support that is given to empower them to lead their professional self-development. It emerged from the analysis of the findings that six of the thirteen participants received support from the school in the form of meetings, peer support during IQMS, workshops organised by the school. For instance, one of them said; *"…from the school there is support of individuals perhaps for IQMS…I do have a peer who gives support that I need…"* Others said that they received support in the form of materials like videos to assist in teaching. For me, that kind of support was subject related because it focused more on assisting learners' learning. Such support received seemed to be limited to IQMS and might not lead to empowering the teacher to lead his or her professional self-development. I also acknowledge that some may argue that, in any case, any kind of self-development that assists learners' learning from the teachers' activities is also professional development.

Another participant indicated that he got support by observing others at school and this provided encouragement since they were surrounded by colleagues who were engaged in further studies. Looking at what other people were doing could not be treated as support since this is neither prearranged by the school nor by the Department of Basic Education. It was also difficult to prove that the participant was indeed empowered through observing others since there were no documents to support that. However, one may be motivated to engage in professional self-development by observing others in his or her environment. The analysis of documents to trace the kind of support provided by the schools or the Department of Basic Education revealed lack of support and empowering of teachers. Nonetheless, the importance

of one taking ownership of one's self-development is crucial and it is an important attitude to adopt.

There is scholarship that associates self-development with self-leadership. Scholars such as Neck and Houghton (2006) argue that self-leadership involves a particular attitude where teachers manipulate their conduct, shaping and directing themselves using particular collections of interactive and reasoning tactics. Self-leadership can also be used as a technique for maximising one's performance capacity by fostering constructive and optimistic thought, as well as motivating and commanding one's self based on behavioural and cognitive tactics (Quinteiro, Passos & Curral, 2016; Sesen, Tabak & Arili, 2017). Self-Leadership does not take place haphazardly, but follows an organised pattern of self-influence intended to increase individual effectiveness, as pointed (Hauschildt & Konradt, 2012). This requires school leaders to design programmes that might empower teachers to lead their professional self-development.

The analysis of the findings also portrayed a picture that there were another six of the thirteen participants who claimed that they did not receive any form of support and empowerment from the school. One of them confidently voiced out that; *"…there is no support from the school, no nothing…"* Some participants were even emotional when they were talking about the lack of support. One participant even expressed the kind of communication that was not open for discussion but people were just instructed on what to do and were not allowed to express their views: *"…none, nothing…school is even worse…there is autocracy here…only downward communication…"* Such situation is not conducive to professional self-development.

The views expressed by these participants about the lack of empowerment support could be backed up by documents' reviews. Almost all four schools had no plans in place for supporting teachers in their professional self-development process. In School 1, there were no traces on how teachers were being supported. In School 2, about sixteen committees were elected but not even a single committee was in charge of teacher support and professional self-development. School 2 also made mention of SDT in the minutes of the SMT but its core function of teacher support and development was not mentioned. The next section discusses findings in relation to teachers' attitude towards the need to lead their professional self-development.

8.8.2 Teachers' attitude towards the need for them to lead their professional self-development

In this section, participants were asked to indicate whether they saw the need to lead their professional self-development. From the analysis of the findings, it is evident that almost half of the participants (five out of thirteen) had a positive attitude towards professional self-development. They believed that if they encountered challenges and lacked knowledge in a particular subject or area of study, another person might assist and provide information. The understanding of the kind of support and empowerment might mean someone identifying areas where one is lacking and then assisting accordingly. Some participants indicated that there was a great need to lead one's professional self-development. This is consistent with the notion of self-development where one drives his or her learning. Others even tried networking with other schools. Other participants were so eager to engage in professional self-development and thought this might mean being engaged in exchange processes where they might get information from outside the country. All these are positive stories of positive attitudes.

It also emerged from the analysis of this study that six of the thirteen participants had an understanding that they needed to be empowered but had less knowledge on areas where they wanted to be developed. This ranged from the wish to know more, not to be excluded from new knowledge, knowing to do things on their own and closing the gap regarding what one knows. Participants were eager to engage in information seeking that might make them better teachers but it becomes difficult if such salient information is concealed from them. Based on Pitsoe and Maila's (2012) views, policy necessitates that teachers obtain new proficiencies, understanding, mind-sets and principles and to implement an extensive diversity of teaching tactics to empower students to develop their own understanding. As indicated by Beatty (2000); Desimone, Porter, Garet, Yoon and Birman (2002), and Desimone (2009), changes in the perception of the self and work are important. Such change in perception may generate transformation in their classroom teaching, in their way of thinking and convictions and reflect on their practice.

It further emerged that two participants saw a need for them to be empowered to lead their professional self-development and this brought some light that almost all the teachers were having a determination to develop themselves. Kennedy (2005) points out that key to the coaching/mentoring model, is the idea that professional learning may occur within the school

situation and may be enriched by engaging in discussion with contemporaries and this is very important in teacher professional self-development. But it became clear that a large number of them were not aware what being empowered actually means. The value of disseminating relevant information to teachers became significant. Clear guidelines regarding professional self-development through CPTD activities were imperative. I also looked at some documents like Personal Growth Plans for teachers to see whether teachers did identify the need to be empowered to lead their professional self-development but nothing was available. This was because participants did not have Personal Growth Plans which is very important in guiding and identifying areas that required help. I also went through numerous minutes of meetings from the four participating schools but not even a single meeting deliberated on empowering teachers to lead their professional self-development.

8.8.3 Teachers' attitudes towards sources of support for teachers in professional self-development

In this section participants were requested to explain who has provided the support and how the support they have received has contributed to their professional self-development or professional development. Two main sources of support emerged from the analysis, and these are the Department of Basic Education (DBE) in the form of workshops and Subject Advisors, and from Non-Governmental Organisations (NGOs). It has emerged from the study that four of the thirteen participants saw the Department of Basic Education as key in providing support in the form of workshops. Participants indicated that they were supported, for example, through JIT workshops which are very important in developing teachers in relation to subjects that they are teaching at school. Participants claimed that these workshops assisted them in improving their results in class.

The Department of Basic Education was also seen as providing support through the provision of various types of equipment, saying; *"…the Department did provide some support…a…they conducted workshops…"* The issue of workshops by the Department of Basic Education had been discussed more on Section 8.3.1 above. The other form of support came from Subject Advisors. I must hasten to say that such support, actually came from the DBE in the form of Subject Advisors. One of them said; *"…as I indicated that the Subject Advisor is giving me support…"* According to Mashologu (2012), Subject Advisors or facilitators play a key role in providing teachers with up-to-date information so that they can cope with the content at school.

However, the way they provide support to teachers is very minimal since it covers one or two days. Facilitators do not plan developmental activities but just impose them on teachers and this results in teachers not participating effectively in programmes meant to develop them. Despite the motive for teachers being excluded from forming and developing CPTD programmes, professional development has long been acknowledged as the central part of the primary functions and accountabilities of school teachers (Mashologu, 2012). Similarly, the support provided by the DBE seemed inadequate. Mashologu (2012) suggests that professional self-development days in the mode of workshops and succinct meetings taking place before, during or after school day, are totally inadequate. Maistry (2008) points out that prolonged programmes over protracted periods of time are much more likely to have a permanent effect on teachers than one-day workshops.

The second category of providers of professional development support were the NGOs. For instance, in support of this view, one participant said; *"…I can say that it is the NGO…most of these developmental activities a person has, it is the NGOs that are helping…"* Kieu and Singer (2017) suggest that NGOs constitute an eminent group in Education for Sustainable Development (ESD) improvement. They mainly focus on empowering individuals and groups but they work might be limited by the lack of funds. However, Adu-Baffoe and Bonney (2021) warn that NGOs interventions seem to lack vital effect on quality education or the inputs of the NGOs are inappropriate in interpretation of the appalling performance of students. Coordination of NGOs and Department of Basic Education programmes, specifically CPTD becomes important.

The experiences of the teachers show that their attitudes were ambivalent towards the sources of support of their professional development. The utterances of participants provided a clear indication that very little support was provided to teachers and in some cases, none was provided. The Department of Basic Education normally pays more attention to teachers who are teaching Grade 12 and that might result in the neglect of teachers who are teaching lower grades. That might result in a number of teachers not receiving visits from subject advisors or attending workshops. The kind of support that was provided to participants was subject related and did not emphasise professional self-development of teachers.

8.9 Conclusion

Chapter Eight has presented a discussion of the emerging pattern in relation to different dimensions of the teachers' professional self-development. The focus was on conceptions of professional self-development and the findings revealed a lack of understanding of professional self-development. Even though the participants regarded self-development as important in their career, there was no evidence to show that their understanding influenced their practices. It also appeared from the study that the relationship between the teachers' conceptions of professional self-development and their practices were not linked. For instance, the teachers were not aware that by engaging in IQMS they were in fact identifying professional development needs and then use CPTD as a way of addressing their identified needs.

The focus was also on Continuing Professional Teachers Development Activities and it became clear that teachers were not aware of the activities that were meant to develop them. Important documents meant to be used in professional self-development were not available. It was also clear that teachers were not motivated enough to participate in professional self-development. Schools also did not have programmes to motivate teachers to participate in professional self-development. The challenges that dominated the teachers' discourse of professional self-development were also discussed. It became clear that money, shortage of time and overload were the main obstacles to professional self-development. Finally, the attitude of teachers towards professional self- development also revealed that some teachers were having a positive attitude towards professional self-development but backing from the schools and the Department of Basic Education seem lacking. The next chapter provides conclusions. In Chapter Nine I synthesise the findings and theorise about teachers' understandings of professional self-development. The chapter will further provide recommendations for teachers, principals, the Department of Basic Education and further research.

CHAPTER NINE

TEACHERS' UNDERSTANDINGS AND PRACTICES OF PROFESSIONAL SELF-DEVELOPMENT: SYNTHESIS, FINDINGS AND IMPLICATIONS

9.1 Introduction

Chapter Eight presented patterns that emerged from the analysis of data that was presented and discussed in Chapters Five, Six and Seven. In this chapter, I give the conclusions from the study and their implications for numerous stakeholders. The conclusions from this case study on exploring teachers' understandings and practices of professional self-development are presented and discussed under the themes based on the research questions underpinning the study. After this part, I theorise about teachers' understandings and practices of professional self-development. Progressing from theorisation, I present recommendations for theory and practice and for future research. Prior to presenting the findings, I commence this chapter by giving the synthesis of the entire study.

9.2 The synthesis of the thesis

This study argued that broad and generic development of organisations without paying any special attention to the individuals responsible for specific tasks undermines the most important parts of which the organisation is made. As a PL1 educator myself, I have observed the decrease in professional self-development among the colleagues with whom I work. Evidence from SACE Annual Reports caught my attention and the anecdotal evidence from colleagues at school level suggested a lack of involvement in professional self-development. I believe that for an individual to be productive and contribute to the improvement of an organisation like the school, it is important that such an individual is properly developed through professional self-development. Based on this observation, this study has explored teachers' understandings and practices of professional self-development. This study is composed of nine chapters, with each chapter devoted to a particular purpose.

In Chapter One, I presented an orientation to the study for the readers. Then, I outlined the context of the problem, the statement of the problem, the purpose and the rationale for the study. Thereafter, the significant of the study is presented. The four research questions steering

this study were presented. In schools where I have been, I noticed that professional development practices had been reduced to just completion of forms with assessment scores and submitting them to the DBE without necessarily engaging in actual self-development. Narratives from teachers point out that those school teachers may not even be eager to participate in professional development debates, let alone professional self-development.

In Chapter Two, I cross-examined national and global scholarship on teachers' understandings and practices of professional self-development. The Chapter also focused on the Department of Basic Education reports on teacher development and SACE reports on professional teacher development, status of CPTD Management System and some policies on CPTD. The main aim here was to obtain the knowledge regarding involvement of teachers in professional self-development. This Chapter also explored literature related to conceptions of continuing professional teacher development. This included definitions of CPTD and related concepts, the philosophy of teacher professional development, school-based teacher professional development paradigms underpinning CPTD. I also examined the types of teacher professional development with specific focus on courses and workshops, educational conferences and seminars, qualifications programmes, observation visits to other schools, professional development network, individual and collaborative research and finally mentoring and peer observation. The focus was also on types and prototypes of teacher professional development to see how one engages in self-development.

In Chapter Three, the focus was on the theoretical framework driving this study. Self-Determination Theory and Transformational Leadership Theory were the two theories guiding this study. Self-Determination Theory assisted me in exploring teachers' understandings and practices of professional self-development while Transformational Leadership Theory guided me on how leadership or principals could be involved in professional self-development of teachers. Chapter Four explained the research design and methodology pursued in organising the study. In Chapter Five, Chapter Six and Chapter Seven I presented the first level of analysis, which I also describe as a descriptive analysis. These three chapters utilised themes to present data that emerged from the analysis and coding of data. Chapter Five presented data related to teachers' understandings and practices of professional self-development. Chapter Six presented data on kinds of professional self-development initiatives and practices teachers engage in. Chapter Seven presented data on the challenges encountered in professional self-development and support provided to teachers when they engaged in professional self-development. Chapter

Eight presented findings that emerged from the previous three chapters (Chapters Five, Six and Seven). The final chapter, Chapter Nine, presents the conclusions drawn from the findings of the study, and highlights the implications for various stakeholders.

9.3 Presentation of the conclusions

In this section, I present the conclusions based on the findings discussed in the previous four chapters. I used the themes inspired by the four research questions to organise the discussions of these conclusions. To remind the readers, I thought it prudent to re-state the research questions:

- What do teachers understand as professional self-development?
- What kind of professional self-development initiatives do teachers engage in and why do they engage in such fashion?
- What obstacles do teachers encounter while engaging in professional self-development?
- What support are teachers provided to empower them in leading their professional self-development?

Based on these research questions, I developed four main themes to discuss the conclusions. Within each theme are many sub-themes as indicated in the next section.

9.3.1 Teachers' understandings of professional self-development

The analysis of data generated five key findings about teachers' understanding of professional self-development, and they are as follows; (a) Professional self-development is an individual activity; (b) Professional self-development is a way of connecting with others; (c) Professional self-development is taking initiative; (d) Professional self-development is academic improvement; and (e) Professional self-development is being influenced by others. These findings are briefly discussed below. From each of the findings, I draw conclusions.

9.3.1.1 Professional self-development is an individual activity

Data has revealed that teachers in the study understood professional self-development as an individual activity which might rely mainly on individual's intrinsic motivation where one engages in professional development activities. They believed that positive understanding and

applying professional self-development are likely to enhance the individual professional practice. This might help them in shaping and improving pedagogical practice at school, thus, preparing for future education. Through professional self-development, participating teachers saw changes in the perception of the self and work. The views shared by the five participants are consistent with those of scholars in the field (Beatty, 2000; Desimone, Porter, Garet, Yoon and Birman, 2002; Desimone 2009). They see transformation in their classroom approaches, in their mind-sets and convictions and reflect on their practice (Guskey, 2002; Macheng, 2016; Methew, Mathew & Peechattu, 2017). The above finding is related to Self-Determination Theory which presupposes that individuals are naturally energetic beings who are concerned with emerging and cultivating their competences by networking with the corporal and societal environment; looking for chances for selections, mastery, and relational correlation; and assimilating their continuing experience (Niemiec, Ryan & Deci, 2010).

Based on these findings I can draw three conclusions. The first conclusion is that few teacher participants understood professional self-development of teachers. Out of thirteen participants, only five demonstrated a clearer understanding of this concept. Those participants who understood this concept, viewed professional self-development as an individual activity that was geared towards learning in terms of knowledge and pedagogy such that teaching and learning experiences of learners are enhanced. The second conclusion to make is that, from the participants' perspectives, the issue of skills and knowledge acquisition of individual teachers takes the centre stage. Professional self-development is viewed as a longstanding professional development practice which is crucial to obtain competence and qualified teachers in a dynamic organisation.

The findings also suggest that professional self-development involves reflection exercise whereby, individual teachers look back at the current situation and identify areas for growth. This too, is consistent with current scholarship about this topic. The notion of agency is embedded in attempts to become better in the practice of teaching. In this regard, professional self-development is viewed as an introspective approach which considers applied understanding as empirical and permits teachers to look back on and transform their functioning to ascertain they are espousing functioning teaching tactics (Qadhi & Floyd, 2021). Literature has consistently regarded as a means of modernising teachers' subject understanding augmenting their instruction practices, and levitation of their echelons of self-efficacy (Yuan & Gao, 2021). Teachers' perceived professional self-development was meant for their

improvement, more specifically self-improvement (Widayati, MacCallum & Woods-McConney, 2021). However, despite what literature I have cited above says on this issue, the evidence from the participants has suggested that teachers in the study have largely, not clearly understood the essence of professional self-development of teachers. I can conclude that the understanding and uptake of professional self-development has largely not succeeded. As much as the participants understood the notion of professional self-development as an individual activity, such understandings have not shown any depth that could underpin their self-development practices as contemplated in literature in the field of educational leadership and management.

9.3.1.2 Professional self-development is taking initiative

Data has indicated that a tiny minority of the participants understood professional self-development as taking initiative where it is the individual teacher who leads the process. Only two out of thirteen shared this understanding which involves being able to develop oneself professionally, where one cannot wait for external help before embarking on self-development endeavour. This might include engaging in initiating activities that might assist a teacher to develop himself/herself. Participants pointed out that professional self-development involved taking the initiative in developing themselves while professional development comes with the employer. It is however, very unfortunate that only two participants embraced this notion of professional self-development. More details on this important issue can be found on Section 5.3.2 of Chapter Five.

Those participants who understood professional self-development as involving taking the initiative, did this by engaging in academic study, workshops and reading. They did this by taking initiative in seeking information regarding professional self-development. Taking an initiative was also seen as the most important step that participants were supposed to take to make them better teachers. A detailed discussion on these issues can be found in Section 6.2.1.1 of Chapter Six, as well as Section 7.2.2.2 of Chapter Seven. The literature as expressed by Aboalshamat, Hou and Strodl (2014) regard professional self-development as a short-term human development process which intends to enable persons' life development in understanding, competences or mind-set in areas cherished by the managers, which eventually prolong the organisation. Based on Ivanuik, Venhlovska, Antypin and Vovchok (2020), professional self-development is considered as motivated self-progress of participants in

scholastic specialisations, grounded on individual wisdoms and designed at improving their professional possibilities. However, the findings have shown that the majority of the participants did not have any clear understanding of this, thus, the conclusion is that, yet again, there was no uptake of professional self-development in this study. This becomes even glaringly in the fact that not much self-development activities were engaged in, and the records kept in the schools did not show any evidence of self-initiated professional development activities.

9.3.1.3 Professional self-development is a way of connecting with others

From the analysis of this study, it emerged that participating teachers did not regard professional self-development as taking initiative and a mechanism or strategy to connect with other people with the intention of getting information for developing as a professional teacher, upgrading and gaining knowledge regarding the learning areas one is teaching. Only three out of thirteen participants held such a view. A detailed discussion on these issues can be found in Section 8.2, as well as Section 5.3.1 of Chapter Five. The conclusion I can draw from these findings is that the participants did not regard connecting with others as a means through which teachers can develop himself or herself. This is despite evidence found in the literature based on current studies conducted in the past four decades. Studies conducted in the past forty years or so have emphasised the value of connectivity amongst the professionals (see Deci & Ryan, 1985; Mohammadifar & Tabatabaee-Yazdi, 2021). These scholars and many others highlight the notion interdependence and interconnectivity.

9.3.1.4 Professional self-development is academic improvement

Professional self-development is closely related to academic improvement (Bitzer & Albertyn, 2011; Widayati, MacCallum & Woods-McConney, 2021). In the previous sections above, the participants and the literature have shown an understanding of professional self-development as an individual activity, taking initiative, and connecting with others. In this section, I present an argument that professional self-development is closely associated with teacher growing knowledge in relation to qualifications. Participants pointed out that this might require initiating professional self-development activities that might lead to growing knowledge in regard to one's qualifications. It is unfortunate that only three out of thirteen participants shared

a similar view as shared by scholars that professional self-development entails developing academic professional proficiency, involves a learning trajectory with various outcomes relevant to the process. With regards to the understanding of knowledge enhancing activity, one participant expressed the view that "……*professional self-development would mean how one enhances the knowledge that one has in a sense that looks to the subject that I teach and what is required of me, mostly on how I deliver the content, to how I assess and all that.* Based on the findings discussed in the previous four chapters, I can conclude that the participants had demonstrated a superficial understanding of this important issue about professional self-development and academic improvement. Section 5.3.1 of Chapter Five presents a detailed and comprehensive discussion on this.

9.3.1.5 Professional self-development is being influenced by others

The notion of professional self-development being influenced by others appears to be crucial for self-development. It makes sense that to be able to learn from others entails being receptive to what they tell you and what you see them do; otherwise, one cannot be influenced by others. Previous sections have also shown the importance of connecting with others and to learn from such experiences and engagements. All those themes emphasise the value of working with others and that teaching and learning is a social activity and not about working in islands. However, the data has revealed that few participants understood professional self-development as being open to be influenced by others. In this study, only three out of thirteen participants indicated that they were influenced by their colleagues to be involved in professional self-development. They pointed out that when they saw their colleagues furthering their studies, they were inspired and encouraged to engage in developing themselves. Further details on this issue are presented in Section 5.3.1 of Chapter Five. This view is widely written about in the literature, which points out that teachers who participate in professional development see direct and positive influences on their performance expectation (Bellibas & Gumus, 2016; Coe, Carl & Frick, 2010; Nel & Luneta, 2017; Oyedele & Chikwature, 2016, Tseng & Kuo, 2013). While literature has consistently pointed to the importance of being open to influence, the findings have shown this to be not the case, as only three participants responded positively to this question. The main conclusion to be drawn from this is that there was superficial understanding amongst the participants of this issue, which lies at the core of professional self-development.

9.3.2 Types of professional self-development initiatives teachers engage in and their motives

In this section, five main findings emerged which shaped the foundations for teachers' understandings and practices of professional self-development. These included the following: (a) Workshops teachers engage in; (b) Courses attended by teachers; (c) Continuing Professional Teacher Development activities; (d) Development of Professional Teacher Development Portfolio; (e) Communication of Professional self-development needs. These are briefly discussed below.

9.3.2.1 Workshops teachers engage in

The findings have revealed that participants engaged in professional self-development through workshops. According to Mohammadi and Moradi (2017); Roy, Rahim and Khojah (2018), workshops normally take one to three days and are characterised by short-term activities and participants believe these workshops give innovative techniques to deal with fluctuating curriculums and latest technology as well as the chances to obtain new-fangled teaching methods, nonetheless it also apprises their awareness in what way students learn. Workshops are attributes in which participants engage and discuss a specific topic or theme for debate in a robust and intensive manner (Van Der Venter, 2019). Workshops contribute to professional development and these take a short period and are designed to address pressing issues at a particular time and may be characterised by short-term activities.

Although teachers claimed to have attended CPTD workshops, but those workshops were subject related and not mainly focused on professional self-development. The dissemination of information from the DBE to teachers is sometimes through workshops where teachers are given new information or equipped regarding a particular issue. Workshops may assist teachers with professional self-development provided courses and workshops planned for teachers are in line with teachers' needs. Mohammadi and Moradi (2017) assert that teachers are supposed to be given continuing edification so as to improve their abilities and understanding; hence, workshops are designed to assist participants in getting new knowledge in relation to their fields. It also emerged from this study that the Department of Education in South Africa often organised workshops especially for schools that obtained below 75% in Grade12 since they are categorised as underperforming schools. These teachers also attended Just-In-Time workshops which cover intensive curriculum coverage.

Based on Nyimejie's study (2021) the findings indicated that it can be concluded that teachers' professional and continuous development programmes formed an integral part of human resource management and is instrumental to teacher's quality instructional delivery in schools. It was found that attendance in workshop and conferences are very significant and vital in enhancing quality instructional delivery by teachers in secondary school due to their ability to develop teaching methods, knowledge and skills. It was recommended that teachers should be encouraged by principals through nominations to participate in workshops for quality instructional delivery in our schools. The conclusion that can be drawn from the study is that attending workshops organised by the DBE was the most popular development activity. Almost all the participants have indicated that they had attended workshops organised by the DBE.

9.3.2.2 Courses attended by teachers

Teachers also engaged in various courses during their professional self-development as indicated in Chapter Eight, Section 8.3.2. Data revealed that nine out of thirteen participants understood professional self-development as a process of engaging in academic study through obtaining educational qualifications since they believed that, this might assist in keeping with modern technology. It also became clear that some teachers indicated they were engaged in professional self-development through academic qualifications while it became clear that there was a big gap between the years of study. This might indicate a lack of participation in professional self-development. According to Bitzer and Albertyn (2011), developing academic professional proficiency involves a learning trajectory with various outcomes relevant to the process. Professional self-development requires a continual process of change but may be based on various stages of knowledge and skills acquisition, as well as experiences of the individuals.

According to Self-Determination Theory, intrinsic motivation develops across time and place (Reuter, 2018; Riley, 2016; Wen-Ying & Xi, 2016). Current literature suggest that professional self-development might be a better way to provide opportunities to teachers to develop themselves in various ways while they continue with their occupations. However, Lund (2020) stresses the fact that teachers spend most of their career teaching time inside the classroom, so it could be argued that much of their professional development takes place there and teachers should be viewed as learners in their own practice. This might mean that professional

development activities especially academic study be relevant to what is happening inside the classroom.

9.3.2.3 Continuing Professional Teacher Development activities

The concept of continuing professional teacher development (CPTD) activities was one area where teachers demonstrated very little knowledge about. The data revealed that ten out of thirteen participants were either not sure or not participating in Continuing Professional Development Activities. What emerged from the analysis of data is that almost all the participants had no understanding about what CPTD entailed. SACE designed Professional Development Activities that teachers may use to develop themselves. There was a lack of participation in CPTD activities and this was visible since none of the teachers who participated in this study was given a SACE certificate. Even the remaining three participants who claimed to have participated in CPTD activities but they were not recording their activities. The participants also thought their CPTD scores were submitted by facilitators when they attended workshops. It became clear that teachers were not participating in the programme that was meant to develop them. While research has shown us the importance of engaging teachers in professional development, and policy giving directions on how professional development should be conducted, there seems to be an indication that not much is happening in our schools. Some teachers were not aware of CPTD activities and it seemed that information was not provided by the school hence teachers never attended any workshop related to CPTD activities.

The findings have also shown that teachers engaged in Type 1 activities, also regarded as Teacher Initiated activities (See Chapter Eight, Section 8.6.4.1). They were not sure of what counts as Type 1 activities and there was lack of understanding CPTD activities. Lack of understanding CPTD activities might result in teachers not participating fully in professional self-development. Not participating actively in professional self-development might result in teachers lacking the qualities that Brunetti and Marston (2017) refer to as superlatively well-matched to assist students, institutions and society, as well as the profession. Teachers have organised activities like networking, celebrations, watching television and consulting with HODs. However, these did not contribute much to their professional self-development.

Teachers are also expected to participate in Type 2 activities also called School-Led activities (See Chapter Eight, Section 8.6.4.2). Some participants indicated that their schools did organise training on how to solve problems by using various strategies they developed themselves which assisted them in their teaching. Some principals did organise developmental meetings and functions where they give duty load to teachers. However, these were not enough. Some schools did not organise or did not have well-planned programmes for professional development of teachers. Nonetheless, principals who implement the transformational leadership style may stimulate their subordinates to guarantee excellent scholastic attainment by students and assist teachers also to develop themselves professionally.

Participants were also engaged in Type 3 activities also called Externally Initiated activities (See Chapter Eight, Section 8.6.4.3). According to SACE Professional Development Points Schedule, Type 3 activities comprise full qualifications, short courses, and skills programmes (See Chapter Six, Section 6.2.2.4). Participants preferred to engage in academic qualifications as their Type 3 professional development activities (See Section 8.3.2). Some participants were engaged in qualifications that indicated career pathing where they were planning to leave the education system and embark on another field of work. Anecdotal evidence seemed to suggest that participation of teachers in Type 3 Professional Development Activities was not satisfactory. Schoolteachers were not aware of what constituted Type 3 PD activities. The lack of understanding Type 3 Professional Development activities may result in poor participation of teachers in programmes meant to develop them. The conclusion that can be drawn from the findings summarised above, and discussed in the previous four chapters, is that the participants had no understanding of what constituted CPTD. As much as they have engaged in all three types of professional self-development activities, an understanding of what such activities were and what their contributions are to their development constitutes a huge conceptual deficit which, unfortunately has serious implications for their practices.

9.3.2.4 Development of Personal Professional Development Portfolio

The findings indicate that there was a lack of development of PPDP which is regarded as the first step to indicate that a teacher is participating in professional self-development (See Chapter Eight, Section 8.6.2). About twelve out of thirteen participants did not have portfolios. The portfolio assists teachers to answer some critical questions about their professional self-development and professional practice. The participants confused the PPDP with IQMS.

Others mystified it with educators' personal file. Participants also did not record their professional development activities and this demonstrated a lack of participation in professional self-development. I found it disturbing that while the participants knew about the PPDP, they did not develop it while others knew nothing about the PPDP. This is a serious indictment for both the DBE and the SACE in terms of their commitments to ensuring teachers' professional self-development. The conclusion that can be drawn from these findings is that the participating teachers had no understanding of CPTD generally, and the need to develop the Personal Professional Development Portfolio. The lack of understanding the importance of this process suggests that there is hardly any tangible, structured professional development activity in the schools in the study. While some activities that, on the surface may look like professional development activities, the evidence has clearly shown that Personal Professional Development Portfolio (PPDP) has not taken place despite its significance for teachers' professional growth. This also suggests that a lot more needs to be done in the participating schools regarding various dimensions of teachers' professional self-development.

The conclusions made in the above paragraphs indicate a situation that can be characterised as undesirable and present the opposite of what is contained in the literature. Current literature stresses the importance of developing PPDP. Beka and Kulinxha (2021) refer to introspection, specifically done by developing portfolios that are based on teaching and learning. The availability of a portfolio may be viewed as a medium for supervising and assessing professional self-development activities teachers are participating in as well as looking at the accomplishments reached (Verotnykova & Zakhar, 2021). A portfolio is a useful document since it might not be biased but gives honest and translucence for both the teachers' and schools' work. The none-availability of PPDP is an indication that participants were not actively engaged in professional self-development. A study conducted in Turkey by Özer, Can and Duran (2020) indicated that teachers' professional development is connected to self-development, self-modernising, be on par with originalities, being capable in the profession, cope with modifications and progressing occupation paths.

9.3.2.5 Communication of professional self-development needs

The findings have shown that the participants communicated their professional self-development needs in various ways (See Chapter Eight, Section 8.6.3). It is important for the teacher to know where he or she is lacking and how to communicate his/her needs. The findings

revealed that all thirteen participants were communicating their professional self-development needs with their supervisors during meetings. Participants also communicated their professional self-development needs through their immediate supervisors like Departmental Heads and Principal. Rubio (2009) points out that to be an efficient teacher is not only based on possessing a profound subject understanding, but also structural, administration and communication abilities, being able to systematise teaching, and giving pertinent appraisal and reasonable evaluation. It is vital for teachers to understand how to communicate their professional self-development needs since that might lead to their academic success and the success of their students. Some participants were in committees where they communicated their professional self-development needs but some of these committees were not relevant to addressing professional self-development needs. Participants also communicated their professional self-development needs in a more informal way and communicate with any person. Proper communication within the teacher and the DSG might motivate the teacher to participate in professional self-development.

The findings and the literature have both pointed to two ways in which teachers are motivated, and these are either intrinsic or extrinsic motivators. In the previous chapters I have indicated that innate inspiration encompasses doing an activity because such activity is amazing and a person develops an internal will to participate. External inspiration involves doing an activity because there are some outside forces that compel the teacher to perform the task. Money and opportunities for promotion seemed to motivate participants to engage in professional self-development. The participants were also motivated by the development in technology and the will to keep in touch with changes. It is very important for teachers to be in line with developments around the world and specifically in their working environment. It is equally important that curriculum changes should be viewed as going hand in hand with teachers' professional self-development. Participants also wished to grow in the profession and believe it is not good to go to class unprepared; hence, professional self-development becomes important. Psychological influence like believing engaging in professional self-development may equip a teacher to be self-reliant and also have self-efficacy. Teachers who do not participate in professional self-development may lack stimuli for curriculum change, new classroom technology, advance in pedagogy, teaching strategies and classroom management.

Some current scholars like Yurtseven-Yilmaz and Sever (2021) also point to the importance of knowing when one has particular needs. Consequently, professional development activities

need to consider the needs and welfares of the participants engaged in education settings. Continued professional development, tailored to teachers' needs and expectations, is required for updated skills and knowledge (Anderson, Sandgren, Rosqvist, Ȧhlander, Hasson & Sahlén, 2022). It is very significant for teachers to understand how to communicate their professional development needs. Some of the conclusions that can be drawn from the findings is that the participants did not have a clear, structured approach to communicate their professional development needs. In the previous sections, it has been clearly expressed that the participants did not understand the IQMS and CPTD processes and the relationship between them. Additionally, it has also been highlighted that none of the participants had developed a Personal Professional Development Portfolio (PPDP). Such an activity is the result of various activities including identifying personal development needs and the identification of personal growth plan. For all these processes to unfold, the teacher himself/herself has to first identify areas for development and the IQMS processes play a pivotal role in this regard. Structures to be consulted have to be identified and communication in this regard should happen. Unfortunately, this has not occurred; hence, the conclusion I have drawn in this regard.

9.3.3 Obstacles dominating teachers' discourse to professional self-development

The findings concerning the third research question are presented in this section. The findings point to two main types of obstacles that thwart teachers from effectively participating in professional self-development. Obstacles have been discussed in Section 8.7.1 of Chapter Eight. The findings have shown that there are seven obstacles that dominate the discourse around professional self-development, and these are lack of money; lack of time; teachers' workload; subject changes; shortage of teaching and learning resources; lack of knowledge and finally family responsibilities. Without having to repeat these, I can conclude that there are multiple obstacles to professional self-development, and all these obstacles have to be addressed if this important aspect that has a potential to impact on learners' effective teaching and learning, has to improve.

9.3.4 Teachers' perspectives about the support provided to them during professional self-development

The findings that speak directly to the fourth research question are presented in this section. The findings have generated three key aspects about their perceptions regarding the support they receive during their professional self-development processes. These are teachers leading their professional self-development, teacher attitude in leading their professional self-development and teachers' attitudes towards the sources of support for teachers during professional self-development.

The findings have shown that the teachers did not receive any form of support and empowerment from the school. Some participants became emotional when talking about lack of support since they believed professional self-development is about individual activity and participants believed that this kind of urgency comes from within (intrinsic). When they initiated activities, they were not responded to, even if they appealed for support in the form of resources, they were unable to get help. They raise issues during meetings, but these were not attended and this frustrated them; hence, decreasing eagerness to participate in professional self-development. Such a situation might not be conducive to professional self-development. Within educational changing environment, Hairon (2017) points out that principals as heads of schools have to mobilise and optimise corporeal and humanoid resources concerning communal organisational objectives in progressively multifaceted educational settings.

One conclusion that can be drawn from these findings is that the participants had negative attitudes towards the kind of support they received from the school, claiming that they did not receive any support from their schools. The teachers who participated in this study took their own initiatives by observing others at school and this provided encouragement since they were surrounded by colleagues who were engaged in further studies. Looking at what other people were doing could not be treated as support since this is not planned at all. Although one may be motivated to engage in professional self-development by observing others in his or her environment, this was also difficult to prove that the teacher was indeed empowered through observing others since there were no documents to support that. Current literature also points to the importance of support for teachers during professional self-development. The impact of CPD is dependent on successful cooperation within teacher communities such as supportive leadership, group dynamics and composition and trust and respect (Hanfsting & Pflaum, 2020).

On the second finding, the data revealed that the attitude of participants towards leading their professional self-development is also very important (See Chapter Eight, Section 8.8.2). The participants had a positive attitude towards professional self-development. They believed that if they encountered challenges and lacking in particular knowledge, another person might assist and provide information. Participants had an understanding that they needed to be empowered but had less knowledge on areas where they want to be developed. This ranged from the wish to know more, not to be excluded from new knowledge, knowing to do things on their own and closing the gap regarding what one knows. Closely related to the first theme is the notion of initiative taking, and this is more visible in the issue of teachers leading their professional development. This is consistent with the first theory underpinning this study, and that is Self-Determination Theory. This theory indicates that individuals may be pre-emptive and engage or submissive and estranged as a meaning of exceptional circumstances in which they progress and operate (Ryan & Deci, 2000). The participants saw a need for them to be empowered to lead their professional self-development and this brought some light that almost all the teachers were having the determination to develop themselves. Although a large number of teachers were not aware of what being empowered actually means, the value of disseminating relevant information to teachers became significant. Clear guidelines regarding professional self-development through CPTD activities were imperative.

The attitudes of teachers are also stressed by Aarts, Kools and Schildwacht (2020) in that teachers might be capable of teaching effectively and engaging in professional self-development if bestowed with adequate support and relaxed comments. Admiraal, Schenke, De Jong, Emmelot and Sligte (2020) assert that the more embedded an intervention was in the organisation and culture of a school, the more suitable it appeared to be. Professional development programmes might attract teachers to participate if they are in line with the needs and context of teachers. For teachers to lead their professional self-development, Al-Naabi, Kelder and Carr (2021) suggest that creating a platform for sharing teachers' best practices obtained through participation in professional development programmes among other teachers can encourage others to involve similar professional development programmes.

The third finding relates to the participants' perceptions about the kinds of support they receive from various stakeholders. The data in this section revealed that participants also displayed

positive attitude towards sources of support in their professional self-development (See Chapter Eight, Section 8.8.3). They saw the Department of Basic Education as key in providing support in the form of workshops. Here, they were supported through JIT workshops which are very important in developing teachers in relation to subjects that they are teaching at school. Participants claimed these workshops assisted them in improving their results in class. However, the support provided by the Department seemed not enough. Subject Advisors also played a very important role in providing support to teachers. This results from limited information about professional development roles.

Besides the DBE, there were also NGOs who provided support, and these augmented the support provided by the DBE. NGOs also appeared to have played a very significant role in professional self-development of teachers. It also became clear that some teachers were not supported at all by the schools or the Department of Basic Education. Teachers encountered substantial complications in reaching and getting support, resources and CPTD chances for professional self-development within their schools becomes a challenge. Professional self-development is taking steps to be better in yourself such as by learning new skills or overcoming bad habits (Aggraini, 2019). This might require honest support from the side of the school and employer thereby influencing teachers to engage in professional self-development. One conclusion to be drawn from these findings is that the participants were sceptical about the support they received. Even in instances where support was received, such as that provided by the DBE, this was deemed inadequate.

9.4 An emerging model from the study: The Initiatives Practices Obstacles and Support Model of Teacher Professional Self-development

In this section I attempts to develop a model which illustrates teachers' understandings and practices of professional self-development. I firstly discuss teachers' initiatives to professional self-development. Secondly, I move on to the teachers' practices of professional self-development. Thirdly, the focus is on addressing obstacles encountered by teachers when engaging in professional self-development. Finally, I discuss support provided to teachers during professional self-development. The Initiatives, Practices, Obstacles, and Support (IPOS) Model as indicated in Figure 9.1 of this chapter simply means Initiatives, Practices, Obstacles, and Support (IPOS). This will be further explained below. The IPOS is based on

CPTD programme of teacher professional self-development. This model tries to reveal the process in which teachers might engage in the course of action to professional self-development. In Figure 2 in Chapter Two, I indicated how CPTD requires PL1 educators to develop themselves by engaging directly with the SACE and DBE. This might lead to a break down in the process since the operation takes place at the periphery of other stakeholders. IPOS Model is trying to bridge the gap by engaging other stake holders in order to effectively implement the process of professional teacher development.

9.4.1 Teachers' initiatives of professional self-development

Revealed in this study as indicated in Figure 6 is that positive understanding of professional self-development may help to shape and improve pedagogical practice at school, thus, preparing for future education. Although teachers have various conceptions of professional self-development, the programme of CPTD does not take into consideration diverse needs of teachers and various contexts under which they operate and just uses a singular approach. Professional development activities do not go far enough in assisting teachers in developing themselves because in some cases they are irrelevant to what teachers actually require in class. Conditions under which teachers operate do not give them enough space to develop themselves professionally.

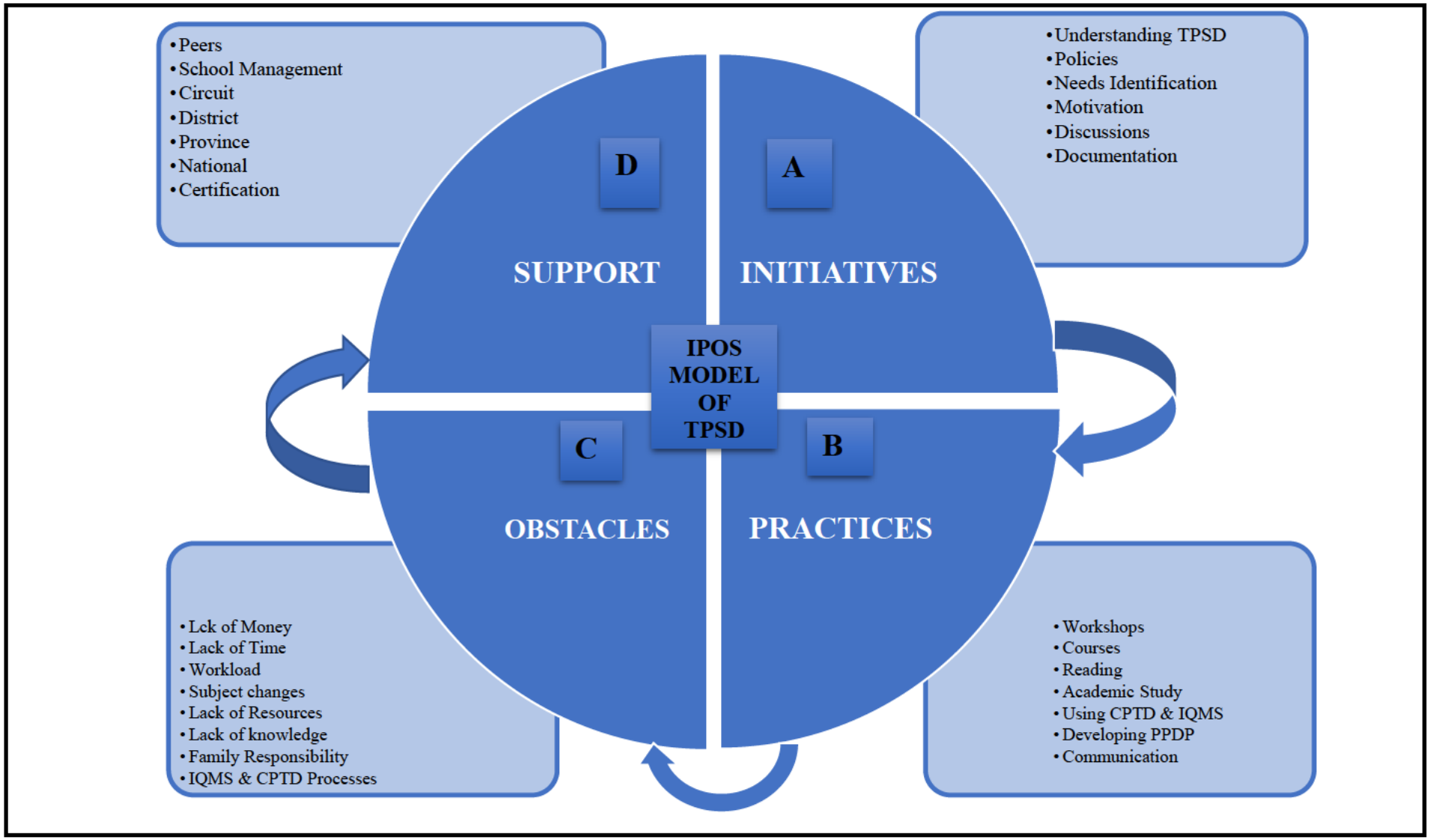

Figure 6: *The IPOS Model of Teacher Professional Self-Development*

The IPOS Model might be different from other models because it begins with teachers identifying their professional development needs and then, engage in professional self-development activities and anticipate how obstacles could be addressed. It also indicates the support that is needed by the teachers while engaging in professional self-development. The process of IPOS Model above begins with teachers taking initiatives in Point A to engage in professional self-development. This might require the understanding of the concept 'Teacher Professional Self-Development', policies, needs identification, motivation, and discussion with other teachers and finally document what one plans to do. After engaging with Point A in the IPOS Model, the teacher then moves to Point B where planning is put into practice.

9.4.2 Teachers' practices of professional self-development

Under such challenging conditions, teachers do try to engage in professional self-development activities. Point B of the IPOS Model allows teachers to put into practice what they planned in Point A. Teachers do engage in workshops but these workshops might not provide enough in relation to professional self-development since they focus more on subject or learning area improvement. These workshops are mainly attended by teachers who are teaching the exit class (Grade 12) but, lower grades seem to be ignored. Holistic approach in the provision of CPTD workshops seemed to be lacking and that impacted negatively on teachers hence interest in engaging in professional self-development is low.

Teachers also engaged in academic courses as a way of professional self-development but this area is again not receiving enough attention. There is adverse lack of participation in academic study. The gap between teachers and their qualifications is very wide and this is an indication that teachers spend more time not improving their on their qualifications. Anecdotal evidence seems to suggest that even the Department of Education no longer provides enough incentives to motivate teachers to participate in professional self-development. Recently teachers engage in academic study in order to move out of the education system because the courses they take have nothing to do with the subjects they are teaching. Teachers' understandings of IQMS and CPTD processes as initiatives for professional self-development was lacking. Teachers could not easily see that by engaging in IQMS, they are identifying areas in which they want to be developed and then use CPTD to address those areas that need to be developed. The IPOS Model might require teachers to understand clearly the process of IQMS and CPTD. Although some teachers knew about the two programmes but they could not clearly show how they are

linked. The lack of understanding this link might lead to lack of professional self-development through these two programmes that are meant to develop teachers.

Again, professional development activities of CPTD appeared not relevant to what teachers do in class and also had less relevance to professional self-development. Most Type 1 activities seemed far from attracting teachers to participate in professional self-development because they appeared irrelevant to classroom teaching, let alone professional self-development. These activities seemed to reduce professional self-development to a mere one to three-day information sharing sessions. Another lesson learnt is that Self-Determination Theory underpins teacher motivation to participate in professional self-development. Teachers placed their motivation on quantifiable things like money while SDT stresses intrinsic motivation. SDT also indicates that persons have ecological, distinctive, and positive propensities to acquire further elaborated and integrated sense of self. More emphasis is placed on that professional self-development should not mainly rely on extrinsic motivation but on intrinsic motivation and that is why Type 1 activities require that teachers should initiate their professional self-development activities.

Teachers did not have a Personal Professional Development Portfolio which is considered as the most important step in moving towards professional self-development. This indicated that teachers did not identify areas where they want to be developed this might be an indication why participation in professional self-development. The IPOS Model in Point B might require teachers to engage in developing their PPDP where they map the way for professional self-development. The way teachers communicated their professional self-development needs was also a challenge. This might be as a result of ineffective structures that are responsible for professional self-development of teachers. Communicating teachers' needs without recording them might result in those needs not being attended since there might be no plan made to address those issues. The IPOS Model requires teachers to put their planning into action by recording down how they are engaging in professional self-development. However, the IPOS Model in Point C does recognise that teachers might encounter obstacles when engaging in professional self-development.

9.4.3 Addressing obstacles to teachers' professional self-development

The study also addressed obstacles encountered by teachers during professional self-development. The IPOS Model in Point C involves obstacles that might be encountered by teachers. Various obstacles hampered teachers' participation in professional self-development. These included lack of funds, shortage of time, overloading in class, subject changes, shortage of resources, lack of knowledge, procrastination by teachers themselves and family responsibility. These obstacles limit the will for participants to engage in professional self-development. Kryshtanovych, Tiurina, Piechka, Rusyn and Prokopenko (2021) point out that a significant factor in bringing education to a qualitatively new level is the formation of mechanisms for identifying, systematising and further counteracting the main obstacles that have an influence on the growth and improvement of professional capability of teachers.

Another lesson learnt from the findings was the lack of link between IQMS and CPTD. Teachers were not using IQMS as a tool to identify their weaknesses. This resulted in them not knowing that they were supposed to use CPTD to address their weaknesses. It became clear that the dissemination of information regarding these two programmes was not done properly. Monitoring and giving feedback was also lacking. Professional development of teachers was not taken seriously and there was no systematic or organised implementation of programmes that were meant to develop teachers. There was acute lack of information regarding professional self-development. Teachers themselves even indicated that these programmes were poorly introduced to them and there was no clear explanation as to how they are linked. This lack of transparency into how IQMS and CPTD are used resulted in the demotivation of teachers and there was less participation. Other teachers were not worried about obstacles and they hope that these will disappear on their own. Such notion reveals lack of coordination and follow up once teachers raise their professional development needs. To address the issue of obstacles, the IPOS Model in point D suggests how these could be addressed by using various stakeholders.

9.4.4 Support provided to teachers during professional self-development

The IPOS Model in Point D engages various stakeholders that might assist the teacher in professional self-development. This is an indication that professional self-development of

teachers through Type 1 activities might not take place easily if it is done at the periphery of other stakeholders. It also became clear that teachers received minimal or no support from their schools or from the Department of Basic Education. Some teachers did not receive support at all when they were trying to engage in professional self-development activities. The focus seemed to be mainly on teachers who are teaching senior grades perhaps that is why some teachers do not receive any support because they are in lower grades. Those who received support was in the form of meetings and workshops. It is clear that such meetings are mainly focused on other issues but not professional self-development. Some teachers were observing others but that could not be classified as a form of support. The IPOS Model does recognise that teachers might need the support from their peers when engaging in professional self-development.

It was also learnt that there was no effective participation not only in Type 1 activities but the same was also happening with Type 2 and Type 3. Schools were not developing enough professional self-development activities for teachers. By participating in professional self-development activities, principals may influence teachers and this might require principals to set proper developmental activities for teachers. Regarding Type 3 activities, teachers were also struggling in developing themselves through external activities. Various factors were stopping teachers from participating in professional self-development as indicated in Chapter Eight, Section 8.7. Teachers were also not aware of various professional development activities and this lack of knowledge resulted in poor participation in professional self-development. The IPOS Model provides the line function that might be followed in assisting teachers to engage in professional self-development. This concludes by certification that can be given to teachers and this might work best if accompanied by incentives.

How teachers identified their professional development needs also indicated lesser knowledge of the process. Instead of using IQMS to identify developmental needs and then use CPTD to address the identified needs, teachers were doing something different. Teachers were consulting their seniors, looking at learners' performance and behaviour, using challenges encountered and finally by demands of the employer. Teachers were operating without Professional Growth Plans. It became clear that professional self-development of teachers was not systematic but just reactive to various manifestations encountered by teachers. Such incidences may not lead to proper engagement in professional self-development. However, despite this lack of support, teachers remained positive towards their professional self-

development. Teachers were open to engage in professional self-development but structures to make this possible were limited or not available. Teachers still believed their schools might assist them with professional self-development. They saw the need for them to be empowered to lead their professional self-development. For teachers, the Department of Basic Education was still key to their professional self-development. Subject Advisors from the Department of Basic Education were still regarded as the foremost source of teacher professional self-development. NGOs were also seen as having positive influence on teachers' professional self-development.

9.5 Recommendations

This section presents the recommendations emanated from the discussions above. The first recommendations are for the practice of professional self-development and the second recommendations are for additional research.

9.5.1 Recommendations for practice

The following recommendations are based on the finding that participants still find it difficult to understand the process of professional self-development and how to differentiate it from professional development. These findings were listed based on the objectives of the study:

9.5.1.1 Teachers' understandings of self-development within the context of CPTD

The study revealed that the teachers' understandings of professional self-development is limited and that this issue (from their perspectives) is not receiving much attention either by the schools or the officials of the DBE. This might require education practitioners to adopt a more proactive stance in terms of putting pressure on the Department of Basic Education to provide more information regarding the issue of professional development. Proper and effective channels of cascading information also become necessary, and the participants need to pay special attention to this issue so that they can receive better quality information that will assist them develop professionally. Evidently, for this to happen, teachers need to have clear understanding of what professional self-development is and how important it is in terms of facilitating self-development. Activities designed for teacher professional development might work well if teachers get involved in the initial planning and also based on addressing teachers'

needs. The study argues that nobody can do this better other than the agency of the teachers themselves.

9.5.1.2 Kinds of professional self-development activities teachers engage in and why they engage in such fashion

The findings have indicated that the participating teachers relied heavily on the workshops provided by the Department of Basic Education in cascading information to teachers, and appears that such an approach was not effective. Teachers only received preliminary information which did not provide them with sufficient information to confidently engage with the process of professional self-development. Workshops that are provided are not effective from the participants' perspectives, as they focus on subject content delivery and ignore the professional self-development side of the teachers. This requires professional self-development of teachers to be ongoing with intensive information sharing. As I have indicated in the previous section, this calls for teachers to be fully engaged in the process of self-development and the type of professional development activities should be driven by them.

9.5.1.3 Addressing the challenges encountered while engaging in professional self-development

The time available to engage in professional self-development seemed very minimal. In view of this, teachers require enough time to engage in professional self-development, and nobody will do this for them if they do not exercise agency for their development. If professional self-development of teachers through CPTD activities could be linked to SA-SAMS, this might motivate them to participate in professional self-development. Therefore, it is important that teachers in the study engage with school management on these important issues so that their professional development can bear fruit, and thus school development can be enhanced even further. Engagement of teachers could be done on a quarterly basis whereby certain activities are done per quarter. When teachers enter learner marks for the term, teachers' scores for the allocated activities could then be entered. Although CPTD professional self-development activities are based on providing autonomy to teachers, they still require monitoring by the management of the school. To avoid overloading the SMT, this task could be allocated to the senior teachers and the administration clerk at school level.

Professional self-development of teachers needs to be allocated time like school subjects perhaps teachers could be given an hour or two to engage in professional self-development. Since teachers might be sensitive when it comes to their time, this could be timetabled within school hours. The duty load of teachers also thwarts their enthusiasm to engage in professional self-development. The overloading of teachers has left them with no time to engage in professional self-development. When duty allocation is done, provision for professional self-development should also be made. This will be an indication that professional self-development is taken seriously. Proper engagement of teachers in professional self-development could yield positive results in learner performance. Since Type 3 activities in most cases require enrolling with the tertiary institution, funding becomes very important. Teachers reported lack of funds as the main stumbling block to their professional self-development, therefore adequate funding might be a motivating factor. Completion of Type 3 activities should also form part of considerations for future promotions. If this is not considered, professional development of teachers might become meaningless and an unworthy exercise.

9.5.1.4 Support provided to empower teachers in leading their professional self-development

As indicated in Figure. 2 on page 32, PL1 educator initiates an activity and then reports directly to SACE nationally. However, looking at the manner in which CPTD processes are communicated, that leaves principals in the dark regarding Type 1 activities teachers are engaged in. It is important the CPTD activities are closely monitored at school level by the school management team. This will make it easier for planning activities that are categorised as Type 2 activities. Professional development of teachers is managed within the school through IQMS or QMS. This requires school management team to be involved because they report about the development of teachers so, this study recommends that Type 1 activities might function well if they are placed under the supervision of the school. I am aware that asking the SMTs to facilitate these activities lies outside the mandate of this study because these members did not participate in this study by design. Therefore, it will be unfair for them to be implicated in a study such as this one. Nonetheless, it is incumbent upon the participating teachers to make legitimate demands for them to be properly serviced in terms of professional self-development.

9.5. 2 Recommendations for further research

This study was conducted in one district in KwaZulu-Natal and due to limited funds, it was designed in such a way that a limited number of participants take part in the study. Consequently, only thirteen participants from four schools were interviewed. It is therefore recommended that another study on the same topic should be conducted on a larger scale. That study can also include the perspectives of principals and members of the SMT. The understanding of professional self-development by the SMT might make it easier for them to plan Type 2 School-Led CPTD activities. Another issue that requires further study is that professional self-development activity is mainly initiated from the bottom of the teacher and deep down the teachers' brain. Such requires intrinsic motivation for this process to kick-start. It is therefore recommended that another study be conducted to uncover how one can re-awaken teachers' intrinsic motivation so that teachers could freely participate in professional self-development.

9.6 Conclusion

This final chapter signified the conclusion and recommendations of this study. It started by presenting a synthesis of the thesis. This was followed by re-stating of the research questions. This was done to establish if the research has answered the questions sufficiently. This was followed by theorising teachers' understandings, initiatives and practices of professional self-development and finally challenges and empowerment in professional self-development. The chapter also led to the emergence of an IPOS Model which is believed might assist in bringing clarity regarding the process of professional self-development of teachers. This chapter concludes by making recommendations based on the findings that emerged.

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APPENDICES

APPENDIX A

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN KWAZULU-NATAL

DEPARTMENT OF BASIC EDUCATION SECONDARY SCHOOLS

P.O. Box 2195

Estcourt

3310

23 August 2019

Phindile Duma

Private Bag X9137

Pietermaritzburg

3200

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN KWAZULU-NATAL

I, Mr V.O. Kubheka (student no. 982031483), currently a PL1 educator request permission to conduct research at the schools indicated in application form attached. As part of my professional development, I am presently enrolled for a PhD in Educational Leadership Management and Policy at the University of KwaZulu-Natal. In order to successfully complete my studies, I am required to do a thesis.

My research topic is: **Exploring teachers' understandings and practices of professional self-development: Perspectives from thirteen teachers.** My study entails interviewing teachers regarding their self-development in relation to CPTD activities. Interviews will be audio-recorded. Furthermore, this research also entails analysis of the schools' documents that relate closely to my study. Before conducting my research written consent would be obtained from the Principal and all other participants at schools. The schools and the participants would be ensured of confidentiality, privacy and anonymity during all stages of the research. Participants will be free to withdraw at any stage of the research. I give you my undertaking that I will follow research ethics in handling all data generated. Data generated will be locked in a cabinet for five years as per university rules and will be later destroyed through a process of shredding of printed copies and incineration of audio materials. I am also of the view that the information received from this study will contribute to improvement in implementation of CPTD policy and learner performance. The information from this research will be used purely for the purpose of this study. This study will be conducted between 1 September 2019 to 28 February 2020 where each school will be given a specific date. I also attached the necessary application form.

I hope that you will consider my request favourably and grant me written consent to conduct my study.

Thanking you in advance for your time and consideration.

Yours faithfully

[redacted]

V O. Kubheka (Mr)

[redacted]

Supervisors' details:

Professor T T Bhengu	Dr D S Bayeni
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University of KwaZulu-Natal Edgewood Campus

APPENDIX B

PERMISSION FROM THE DEPARTMENT OF BASIC EDUCATION TO CONDUCT RESEARCH

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma | Tel: 033 392 1063 | Ref.:2/4/8/1992

Mr VO Kubheka
PO Box 2195
Estcourt
3310

Dear Mr Kubheka

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORING TEACHERS' UNDERSTANDINGS AND PRACTICES OF PROFESSIONAL SELF-DEVELOPMENT: PERSPECTIVES FROM FIFTEEN TEACHERS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 13 September 2019 to 01 March 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

oThukela District

[redacted]

Dr. EV Nzama
Head of Department: Education
Date: 17 September 2019

..Championing Quality Education -Creating and Securing a Bright Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • **Fax.:** +27 033 392 1203• **Email:**Phindile.Duma@kzndoe.gov.za •**Web:**www.kzneducation.gov.za
Facebook: KZNDOE....Twitter: @OBE_KZN....Instagram: kzn_education....Youtube:kzndoe

APPENDIX C

REQUEST FOR CONSENT FROM THE PRINCIPAL OF THE SELECTED SCHOOL TO CONDUCT RESEARCH

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

P O Box 2195
Estcourt
3310

23 August 2019

The Principal
[redacted] High School

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH ENTITLED:

Exploring teachers' understandings and practices of professional self-development: Perspectives from thirteen teachers.

I, Mr V.O. Kubheka (student no. 982031483), currently a PL1 educator request permission to conduct research at your school. As part of my professional development, I am presently enrolled for a PhD in Educational Leadership Management and Policy at the University of KwaZulu-Natal. In order to successfully complete my studies, I am required to do a thesis.

My research topic is: **Exploring teachers' understandings and practices of professional self-development: Perspectives from thirteen teachers.** My study entails interviewing the principal and teachers regarding their professional self-development in relation to IQMS and CPTD activities. Interviews will be audio-recorded. Furthermore, this research also entails analysis of the schools' documents that relate closely to my study.

Written consent has been obtained from the Department of Education. The school and the participants are ensured of confidentiality, privacy and anonymity during all stages of the research. Participants will be free to withdraw at any stage of the research. I give you my undertaking that I will follow research ethics in handling all data collected. Data collected will

be locked in a cabinet for five years as per university rules and will be later destroyed through a process of shredding of printed copies and incineration of audio cassettes. I am also of the view that the information received from this study will contribute to the improvement in the implementation of CPTD policy and learner performance. The information from this research will be used purely for the purpose of this study. This study will be conducted from 1 September 2019 to 28 February 2020 where each teacher will be given a specific date. Each interview session will take 20 to 35 minutes.

I hope that you will consider my request favourably and grant me written consent to conduct my study.

Thanking you in advance for your time and consideration.

Yours faithfully

[redacted]

V O. Kubheka (Mr)

[redacted]

Supervisors' details:

Professor T T Bhengu	Dr D S Bayeni
School of Education	School of Education
031 260 3534	031 260 7026
bhengutt@ukzn.ac.za	Bayenis@ukzn.ac.za

University of KwaZulu-Natal Edgewood Campus

APPENDIX D

INFORMED CONSENT OF PRINCIPAL

[redacted] High School

Permission/Consent form (Principal)

Exploring teachers' understandings and practices of professional self-development: Perspectives from thirteen teachers.

I hereby confirm that I understand the contents of the request for consent of the principal to conduct research and the nature of the research project. I consent to participate and I consent to teachers at the school participating in the above research project. I understand that my participation is voluntary, no remunerations will be paid and that I am at liberty to withdraw from the project at any time should I desire. I consent to the interviews being audio-recorded and documents to be analysed in relation to Integrated Quality Management System (IQMS) and Continuing Professional Teacher Development (CPTD) activities.

Principal: (Print name): _____

Signature : _____

Date : _____

Researcher : Mr V O Kubheka

Signature : _____

Date : _____

Address : P O Box 2195
Estcourt
3310

Cell No. [redacted]

Supervisors' details:

Professor T T Bhengu	Dr D S Bayeni
School of Education	School of Education
031 260 3534	031 260 7026
bhengutt@ukzn.ac.za	Bayenis@ukzn.ac.za

University of KwaZulu-Natal Edgewood Campus

APPENDIX E

INFORMED CONSENT LETTER FOR PARTICIPANTS

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

P.O. Box 2195
Estcourt
3310
27 September 2019

Participant 1.1

Dear Sir/Madam

RE: REQUEST FOR CONSENT TO PARTICIPATE IN RESEARCH

My name is Vusumuzi O Kubheka (student number 982031483). I am a Doctor of Philosophy student studying at the University of KwaZulu-Natal, School of Education (Edgewood Campus). As part of my degree requirements, I am required to conduct research. I have identified you as one of my potential research participants. I therefore kindly seek your permission to be part of my research project. **My study title is: Exploring teachers' understandings and practices of professional self-development: Perspectives from thirteen teachers.** The objectives of the study are:

Main objective

- To establish teachers' understandings and practices of professional self-development within the context of Continuing Professional Teacher Development.

Subsidiary objective

- To find out teachers' understandings of self-development within the context of Continuing Professional Teacher Development.
- To find out what kinds of professional self-development initiatives do teachers engage in and why they engage in that way.
- To identify the challenges that teachers encounter while engaging in self-development.
- To identify the kind of support provided to empower teachers in leading their own professional self-development.

PLEASE NOTE THAT:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 20 to 35 minutes and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such action
- Your involvement is purely for academic purpose only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable with an X) whether or not you are willing to allow the interview to be recorded by the following equipment:

TYPE OF EQUIPMENT	WILLING	UNWILLING
Audio equipment		
Photographic equipment		
Video equipment		

My supervisors and Research Ethics Office can be contacted for further information at:

SUPERVISORS		**RESEARCH ETHICS OFFICE**
Prof T T Bhengu	Dr S D Bayeni	Ms Smangele Shezi
Main Tutorial Building	Main Tutorial Building	Research Ethics Office
Office No. G311	Office No. G311	Westville Campus
Edgewood Campus	Edgewood Campus	Govan Mbeki Building
School of Education	School of Education	Private Bag X54001
Tel. 031 260 3534	Tel. 031 260 7026	Durban
Email: bhengutt@ukzn.ac.za	Email: bayenis@ukzn.ac.za	4000
		Tel.: 031 260 4557
		Email: HSSREC@ukzn.ac.za

I can be contacted at: Email: khathidevo@yahoo.com

[redacted]

I hope that you will consider my request favourably and grant me written consent to harness your participation for various aspects of the study. Thanking you in advance.

Yours faithfully

[redacted]

Vusumuzi O. Kubheka (Mr)

APPENDIX F

INFORMED CONSENT FORM OF PARTICIPANT

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

Participant 1.1

Permission/Consent form (Teacher)

Exploring teachers' understandings and practices of professional self-development: Perspectives from thirteen teachers

I ……(Full name) hereby consent to participate in the above research project. I understand that my participation is voluntary, no remunerations will be paid and that I am at liberty to withdraw from the project at any time should I desire. I consent to the interviews being audio-recorded and documents to be analysed in relation to Integrated Quality Management System and Continuous Professional Teacher Development activities.

Signature : _____

Date : _____

Researcher : Mr V O Kubheka

Signature : _____

Date : _____

Address : P O Box 2195
Estcourt
3310

Cell No. [redacted]

Supervisors' details:

Professor T T Bhengu	Dr D S Bayeni
School of Education	School of Education
031 260 3534	031 260 7026
bhengutt@ukzn.ac.za	Bayenis@ukzn.ac.za

University of KwaZulu-Natal Edgewood Campus

APPENDIX G

INTERVIEW GUIDE FOR TEACHERS

KUBHEKA VUSUMUZI 982031483 PhD 2019

INTERVIEW GUIDE FOR TEACHERS

PARTICIPANT 1.1

TOPIC:

Exploring teachers' understandings and practices of professional self-development: Perspectives from thirteen teachers

Supervisors: Prof T T Bhengu

Dr S D Bayeni

DATE:……..

TIME:……..

DURATION:……..

INSTRUCTIONS TO THE RESEARCHER
• **Greeting and welcoming the participant.** • **Thank him or her for taking part in this study.** • **Indicate the conversation will be recorded.** • **Explain the context of my work.** • **Explain my position.** • **Explain the purpose of the interview.** • **Explain ethics: confidentiality, opportunity to check and change the transcript, there will be no surprises, their real names will not be used or that of the school.**

1. Understand as professional self-development

1.1 Please share with me your understanding of the term professional self-development. In your explanation, please clarify what you regard as the difference (if any) between professional self-development and just professional development.

Probes to include the following issues:

- Tell me what motivates you to develop yourself professionally
- Please tell me more about the courses you have attended since you started teaching;
- Talk about when you first registered with SACE;
- Elaborate on how you identify your professional self-development needs.

1.2 Say something about what you see as the relationship between Integrated Quality Management System (IQMS) and Continuing Professional Teacher Development?

2. Process of signing up for CPTD

2.1 Please describe the process of signing-up for CPTD.

Probes to include the following issues:

- Talk about the composition of the Staff Development Team?
- Talk about CPTD workshops that you attended in relation to your professional self-development. Please explain if they are assisting you in your field of teaching or not.

- Please tell me if you perceive the predetermined Professional Development Activities of Continuing Professional Teacher Development as something that may assist you in developing yourself or not. Please also indicate if you have taken any part in developing these predetermined Professional Development activities? Explain further.

3. What kind of professional self-development initiatives do you engage in? [Please elaborate on these initiatives.

Probes to include the following issues:

- Explain if you developed your Personal Professional Development Portfolio and Why you believe this is important.
- Explain if you think it is important for your principal to know about your professional self-development and why you believe that is important.
- Explain how you get the opportunity to discuss and communicate your professional self-development needs with SMT or any other structure in your school.
- Please elaborate on the kinds of professional development activities you have engaged in between 2017 and 2019.

4. CPTD processes include a number of activities such as Type One, Type Two and Type Three activities and awarding of certificates by SACE, please share your experiences of your participation in some or all these activities.

4.1 In terms of CPTD processes, after a three-year cycle, SACE awards Certificates of Achievement (150 points=Bronze; 151-300 points=Silver; 300+ points=Gold). Comment on the one you have received or are about to receive.

4.2 Talk about Type One Activities you have initiated and how these activities have assisted you (if at all) in your teaching.

4.3 Type Two Activities are initiated by the school for teachers to develop themselves. Which Type Two Activities were initiated by your school? How do these Type Two Activities assist you in your teaching?

4.4 Are there any Type Three Activities (initiated externally) that you are engaged in? Name a few if any. How these Type Three Activities are assisting you in teaching your subject?

5. What would you say are the challenges that you face regarding your professional self-development? [Please elaborate on what you see as challenges…….]

Probes to include the following:

- **Indicate if IQMS and CPTD feature in these challenges and how.**
- **Explain how you have addressed these challenges.**

6. What support is being provided in order to empower you in leading your own professional self-development? [Please elaborate on this!!!!]

Probes to include the following issues:

- Whether you see a need for you to be empowered to lead your own professional self-development
- Explain who has provided that support AND how the support you have received has contributed to your professional self-development/professional development.

NB Before we conclude this discussion, if there is anything you wish to add that I may not have asked you about self-development or IQMS or CPTD, please feel free to talk about it here.

Thank you for participating in this discussion.

THANK YOU!

APPENDIX H

DOCUMENT ANALYSIS SCHEDULE FOR TEACHERS

KUBHEKA VUSUMUZI 982031483 PhD 2019

DOCUMENT ANALYSIS SCHEDULE FOR TEACHERS PARTICIPANT 1.1

TOPIC:

Exploring teachers' understandings and practices of professional self-development: Perspectives from thirteen teachers

Supervisors: Prof T T Bhengu

Dr S D Bayeni

DATE:……. TIME:……. DURATION:……

DOCUMENT ANALYSIS SCHEDULE FOR TEACHERS

NO	DOCUMENTS	FOCUS AREA	AVAILABILITY		COMMENTS
			YES	NO	
1	Continuous Professional Teacher Development Policy	1. Are teachers in possession of this policy?			
		2. Does this policy stress on teacher professional self-development?			
2	Professional Development Portfolio File	1. Is the teacher in possession of the PD Portfolio File?			
		2. Is this file completed in accordance to the requirements?			

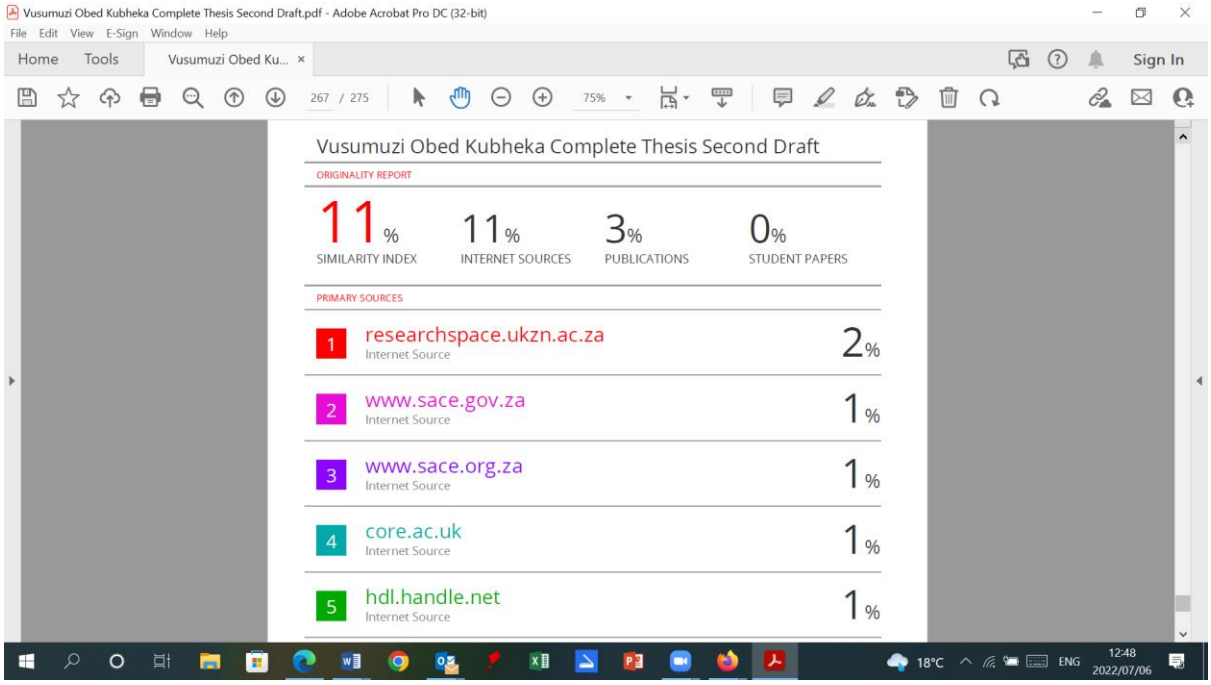
NO	DOCUMENTS	FOCUS AREA	AVAILABILITY		COMMENTS
			YES	NO	
3	The CPTD Management System Handbook	1. Is the teacher in possession of this handbook?			
		2. Evidence that the teacher has engaged in reading this handbook.			
4	School Management Plan	1. How frequent are PD activities?			
		2. What role is played by teachers in planning professional development activities?			
5	Staff Development Policy	1. What criterion is used to identify PD needs of the teacher?			
		2. Steps taken by teachers to address those needs.			
		3. Does policy allow for teacher self-development?			

NO	DOCUMENTS	FOCUS AREA	AVAILABILITY		COMMENTS
			YES	NO	
6	Minutes of Staff Meetings	1. Evidence of PD needs identified.			
		2. Evidence of teachers leading the discussions.			
7	School Management Team Minutes	1. How frequent are the SMT meetings?			
		2. How often is teacher self-development discussed?			
8	Subject Meetings Minutes	1. How frequent are the subject meetings?			
		2. How often are the issues of self-development discussed?			

No	DOCUMENTS	FOCUS AREA	AVAILABILITY		COMMENTS
			YES	NO	
9	Minutes of Staff Development Team	1. Evidence of discussions related to Professional Self-Development.			
		2. The role played by teachers during SDT meeting.			
10	Educators' Professional Growth Plans	1. Professional Development needs identified by teachers.			
		2. Activities where teachers can exercise self-development.			
11	The School Development Plan	1. Does self-development take top priority in SDP?			
		2. Support provided to teachers towards self-development.			
		3. Time frames for PSD.			
12	Time Frames for Development Support Groups	1. Feasibility of target dates.			

APPENNDIX I

TURN-IT-IN REPORT



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