

**PERCEPTIONS OF SCHOOL MANAGEMENT TEAMS ON THE IMPLEMENTATION
OF THE CONTINUING PROFESSIONAL TEACHER DEVELOPMENT
MANAGEMENT SYSTEM: A CASE STUDY**



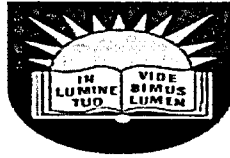
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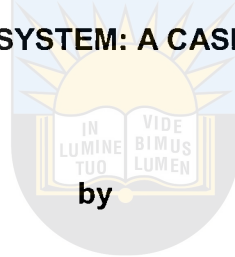


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OF THE CONTINUING PROFESSIONAL TEACHER DEVELOPMENT
MANAGEMENT SYSTEM: A CASE STUDY.**



by

Augustus Manelisi Xaso
(201415683)

A dissertation submitted in fulfilment of the requirements for the degree

Masters in Education

at the

University of Fort Hare

**SUPERVISOR:
PROFESSOR G. GALLOWAY**

DECLARATION

I, Augustus Manelisi Xaso, solemnly declare that this dissertation, entitled *Percepti of School Management Teams on the implementation of the Continuing Professional Teacher Development Management System*, is my original work. All sources used quoted in the study have been indicated and acknowledged by way of complete references.

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PLAGIARISM DECLARATION

I, Augustus Manelisi Xaso (student number 201415683), hereby declare that I am fully aware of the University of Fort Hare's Policy on Plagiarism and that I have tried, to the best of my ability, to observe and comply with the terms of this policy.

Signed: 

Date: ...12-04-2017



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DECLARATION ON RESEARCH ETHICS

I, Augustus Manelisi Xaso (student number 201415683), hereby declare that I am fully aware of the University of Fort Hare's Policy on Research Ethics and that I have taken every possible precaution to abide by the regulations pertaining to it. I have obtained an ethical clearance certificate from the University of Fort Hare Ethics Committee the reference number for this certificate is GAL051SXAS01.



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ABSTRACT

The main purpose of this study was to develop an understanding of perceptions of School Management Teams (SMTs) on the implementation of the Continuing Professional Teacher Development management system (CPTD). A case study of three primary schools in the Butterworth Education District was used in this study. The implementation of the CPTD management system as proposed by the South African Council for Educators (SACE) and the Department of Basic Education (DBE) prompted this study. The SMTs are tasked with the responsibility to guide and support the implementation of the DBE's educational programs, like the CPTD, for enhancing professional practice. Previous studies have highlighted challenges that SMTs face in executing their roles in implementing programs such as Developmental Appraisal System (DAS) and Integrated Quality Management System (IQMS). These studies paid less or no attention to the preparedness of SMTs and their capability before implementing educational programs in which they are tasked to provide support. Therefore, the researcher has conducted this study in order to develop a deeper understanding of SMTs' perceptions on the implementation of the CPTD management system in schools. In order to gain understanding of SMTs' perceptions pertaining to the topic under study, the researcher chose the qualitative research approach. This approach enabled the researcher to collect first-hand information directly from the participant. The case study was deemed relevant because it is concerned with a vivid description of events relevant to the case. The participants were conveniently sampled from three primary schools in the Butterworth Education District. The data was mainly collected through semi-structured interviews. The study established that capability and functioning play a significant role in the implementation of the DBE program, hence, this research work is framed by Sen's Capability Theory. Recommendations have been proposed on strategies that the DoE may employ to address ineffective SMTs. Based on the responses provided by the participants, the researcher recommended that relevant guidance and support must be given to SMTs by DoE officials.

Keywords: Professional development, Professional practice, Perception, Capability and Functioning.

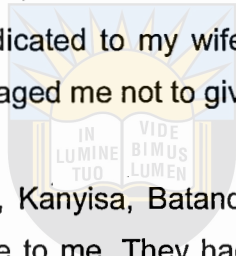
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The completion of this dissertation brings another chapter of my life to a close and assists me with beginning to formulate what I hope will be many future chapters. The researcher deems it imperative to show his appreciation to all personalities who contributed, in various ways, to make this work a success.

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- Lastly, I wish to express my sincere gratitude to a family friend, Mr L.A.Susela, for the enormous assistance he has given to me. Without him, this project would have been a very arduous exercise.

DEDICATION

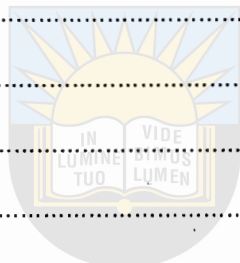
- I would like to dedicate this dissertation, posthumously, to my father, Mr Magwa Tennyson Xaso, and my uncle, Mr Reitz Zwide Nibe, may their souls rest in peace.
- I wish to dedicate this work to my mother, Irene Nomvo Xaso who always inspired me to further my studies.
- This work is also humbly dedicated to my wife, Kayakazi Xaso, who gave me wonderful support and encouraged me not to give up.
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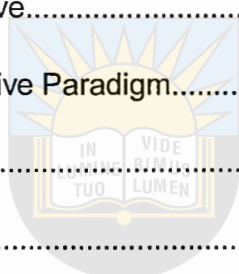
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LIST OF ACRONYMS

- **CPD** Continuing Professional Development
- **CPTD** Continuing Professional Teacher Development
- **CPTDMS** Continuing Professional Teacher Development Management System
- **DAS** Development Appraisal System
- **DIP** District Improvement Plan
- **DBE** Department of Basic Education
- **DoE** Department of Education
- **EMIS** Educational Management Integrated Systems
- **HoD** Head of Department
- **INSET** In-service Training
- **IQMS** Integrated Quality Management Systems
- **NPFTED** National Policy Framework for Teacher Education and Development
- **OECD** Organisation for Economic Cooperation and Development
- **PGP** Personal Growth Plan
- **SACE** South African Council For Educators
- **SASA** South African Schools Act
- **SIP** School Improvement Plan
- **SMT** School Management Team

CHAPTER ONE

GENERAL OVERVIEW OF THE STUDY

1.1. INTRODUCTION

This study focused on School Management Teams' (SMTs) perceptions on the implementation of the Continuing Professional Teacher Development management system (CPTDMS) in the Butterworth Education district.

1.2. BACKGROUND TO THE STUDY

One of the primary tasks of South Africa's Department of Basic Education (DBE) is to ensure that schools deliver quality education (Khumalo, 2008). In trying to achieve this task, the DBE has implemented educational programs to improve in-service educators' and school managers' practices for quality and sustainable curriculum delivery. School Management Teams (SMTs) are then tasked with the responsibility of guiding and supporting the implementation of DBE programs. Nkambule, (2010) cites that, in such instances, SMTs are required to work with teachers in a supervisory and supportive capacity.

On this issue, Welch (2001) and Mentz (2007) posit that to achieve this and transform a school, School Management Teams should become involved in human resource development. They should invest in their staff, train them, as well as develop them personally and professionally. As previously mentioned, the Department of Basic Education (DBE) has sporadically implemented programs to improve in-service educators' and school managers' practices for quality and sustainable curriculum delivery. One such program is the Development Appraisal System (DAS) introduced to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management (ELRC, 2003).

In the DAS, individual teachers were appraised with a view to determining their areas of strengths and weaknesses, and to draw up programs for individual support, guidance and career development (ELRC, 2003). However, the implementation of the DAS was

fraught with tensions. For example, Chetty (2009) revealed that the implementation of the developmental appraisal system was not successful since the policy had many constraints. Chetty (2009) further revealed that implementation of the system, by SMTs, was negatively affected at the school level for the following reasons:

- Deadlines to complete the process were not met
- Lack of understanding of a complex process by SMTs
- No monetary rewards for submitting the documents
- Lack of effective monitoring tools and processes by SMTs.

Similarly, in a study conducted by Nkonki (2009), it was stated that the mandated appraisals could not be administered in most schools and, at the end of the first appraisal cycle in 2000, the reports were to be submitted to the district offices but were not forthcoming from most schools; hence, this program became ineffective. Furthermore, Nkosi (2010) research revealed that although SMTs were required to play a leading or key role in the implementation of this initiative, the process was hindered and threatened by negative factors such as: a lack of appropriate knowledge; the gap between training and appraisal; being appraised on a subject that one is not confident about; delays in the process and a fear that some people are not very good at marketing themselves (Nkosi, 2010).

Another educational program to improve in-service educators' and school managers' practices for quality and sustainable curriculum delivery was the Integrated Quality Management System (IQMS), in 2003. The following are the purposes of the IQMS:

- To identify the needs of educators for support and development
- To provide support for continued growth
- To promote accountability
- To monitor an institution's overall effectiveness
- To evaluate an educators' performance (ELRC, 2003).

Maphutha (2006), Moloji (2007), Mescht (2008), Nkonki (2009), Ndou (2009) and Nkosi (2010) revealed that implementing the IQMS was a challenge. Teachers associated the system with inspection because it conjures up discomfort, anxiety and ill-feelings. Consequently, there was resistance, apathy and subversion to the IQMS because of the volume of administrative work, such as documentation completion, which in turn increases the workload of teachers (Nkonki, 2009). Furthermore, Saravanja (2011) found that educators did not understand the IQMS instrument and the roles of the parties involved.

Moreover, the IQMS structures were found to be ineffective in terms of informing subject advisory and in-service training (INSET). Nkambule (2010) and Sambumbu (2010) found that the evaluation processes tended to reveal gaps and deliver on a narrow range of activities, namely, lesson planning, financial management and the supervision of work. Buthelezi (2005) highlights the fact that SMTs did not appear to espouse the same key message regarding the IQMS and some lacked the confidence to put in place the necessary support structures for the successful implementation of the IQMS. Other findings suggest that there is a mismatch between the educators' Personal Growth Plans (PGPs), School Improvement Plans (SIPs), and the District Improvement Plan (DIP), with negative ramifications for the planning of interventions, activities and programmes Mathula (2004); Buthelezi (2005); Maphutha (2006); Nkonki (2009); Nkambule (2010); Sambumbu (2010).

Recently, in partnership with the South African Council for Educators (SACE), the Department of Basic Education (DBE) introduced the Continuing Professional Teacher Development Management System (CPTD) (SACE, 2013). The National Policy Framework for Teacher Education and Development (2007) views the Continuing Professional Teacher Development Management System (CPTDMS) as a system meant to help teachers grow professionally and, like all professionals, teachers need to grow their knowledge and skills throughout their career. The Continuing Professional Teacher Development Management System (CPTD) is further understood as a mechanism to help teachers organize their professional development in order to

achieve maximum benefits in education, from a professional perspective (National Policy Framework for Teacher Education and Development, 2007).

In implementing the CPTDMS, SMTs have once again been tasked with the role of supporting the implementation of the CPTDMS. They are to ensure that teachers are properly equipped to undertake their essential and demanding tasks and, more importantly, ensure that teachers are able to continually enhance their professional competence and performance (NPFTED, 2007). However, the studies mentioned above have shown that SMTs face challenges in the execution of their roles. Most of these studies tend to focus on how SMTs are perceived, what their roles are and how they implement the DoE's educational programs at the school level (Bush, Joubert, Kiggundu & Van Rooyen, 2009; Van Wyk & Marumoloa, 2012).

Less attention is paid to SMTs' preparedness and views before implementing educational programs in which they are tasked to provide guidance and support to teachers.



1.3. THE PROBLEM STATEMENT

School management teams (SMTs) are tasked with the responsibility to guide and support the implementation of the DoE's educational programs at the school level. Research has highlighted the challenges that SMTs faced in executing their roles in implementing programs such as the DAS and the IQMS. These studies paid less or no attention to the preparedness and views of SMTs before implementing educational programs in which they are tasked to provide guidance and support. It was, therefore, against this background that the researcher was prompted to conduct this study, in order to develop a deeper understanding of SMTs' perceptions of the CPTD management system.

1.4. MAIN RESEARCH QUESTION

This study was guided by this main question:

What are the school management teams' (SMTs) perceptions on the implementation of the Continuing Professional Teacher Development management system (CPTDMS)?

1.4.1. RESEARCH SUB-QUESTIONS

In addition, the main research question is supported by appropriate sub-questions, as follows:

- What are SMTs' understandings of the CPTD management system in relation to teacher development?
- What do SMTs view as enablers for executing their roles in guiding and supporting the implementation of the CPTD management systems?
- What are the challenges that SMTs encounter when implementing CPTD in schools?

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1.5. OBJECTIVES OF THE STUDY

This study sought to achieve the following research objectives:

- To determine SMTs' understandings of the CPTD management system in relation to teacher development.
- To indicate SMTs' enablers in executing their role of guiding and supporting the implementation of the CPTD management system.
- To establish the mitigating challenges encountered by SMTs in relation to the implementation of the CPTD management system.

1.6. THE PURPOSE OF THE STUDY

The main purpose of this study was to develop an understanding of School Management Teams' (SMTs) perceptions on the implementation of the CPTD management system in schools.

1.7. RATIONALE FOR THE STUDY

According to Vithal and Jansen (2006), a rationale usually serves as a succinct statement of how the researcher came to develop an interest in the proposed topic and why the researcher believes the research is necessary. The researcher has been a Head of Department (HOD) for 15 years, and has personally experienced the impact of the Department of Education's (DBE) interventions and systems intended to improve professionalism amongst teachers.

The problems that teachers have experienced, particularly SMTs who are the senior management of the school, designated to make sure that CPTD is being effectively and capably administered, is floundering with the implementation thereof. This was determined by previous studies and the problems emanating from schools. In this regard, the background of the study has revealed many problems of this kind, for example, Chetty (2009) revealed that the implementation of the developmental appraisal system was not successful since the policy had many constraints. He further revealed that the implementation of the system by SMTs was negatively affected at the school level. Furthermore, Nkonki (2009) stated that the mandated appraisals could not be administered in most schools and, at the end of the first appraisal cycle in 2000, the reports were to be submitted to the district offices but were not forthcoming from most schools; hence, this program became ineffective.

The primary reason for the ineffective implementation of these initiatives is that SMTs are often tasked to implement the policies of the DoE although they are not adequately prepared and trained for the task. Subsequent to this problem, the capability of SMTs in implementing the programs is compromised.

In this regard, the researcher argued that there are grounds to investigate the perceptions of SMTs in relation to the implementation of the CPTD management system, bearing in mind the current curriculum and pedagogical challenges teachers are confronted with in schools.

1.8. SIGNIFICANCE OF THE STUDY

The findings provided insights into the SMTs' perceptions, understanding and preparedness in guiding and supporting the successful implementation of the CPTD management systems in the schools. This study is significant in defining the perceptions of SMTs in the execution of curriculum and policies of the DoE at the school level. The main beneficiaries of this study are teachers and learners. The CPTD management system will empower teachers with new skills and knowledge which will then impact on their practises.

1.9. DEFINITION OF TERMS IN THE STUDY

- **PROFESSIONAL DEVELOPMENT** refers to the process of acquiring skills and knowledge both for personal development and career advancement (Speck & Knipe, 2005)
- **SCHOOL MANAGEMENT TEAM** refers to educators who are appointed to manage the school as a whole (Manual for School Management, 2007)
- **PERCEPTIONS** are formed as people with different views interpret and strive towards an understanding and making sense of their own world (Nkonki, 2009). According to Blignaut (2008), perceptions come under the rubric of interpretations, cognition, sense-making and understanding. Furthermore, Spillane, Reiser and Reimer (2002) argue that perceptions regarding policies and programs are constituted and influenced by prior knowledge, expertise, values, beliefs and experiences.

1.10. LITERATURE REVIEW

SEN's CAPABILITY THEORY (2003)

This study is guided and framed by Sen's Capability theory. Sen (2003) asserts that the capability theory is a broad normative framework for the evaluation of individual well-

being and social arrangements, as well as the design of policies and proposals about social change in society. Furthermore, Sen (1993) states that the Capability theory to a person's advantage is concerned with evaluating it in terms of his or her actual ability to achieve various valuable functioning as a part of living. The corresponding approach to social change for aggregative appraisal as well as the choice of institutions and policy in taking the set of individual capabilities as constituting an indispensable and central part of the relevant informational base of such evaluation.

The core characteristic of the capability theory is focused on what people are effectively able to do on their capabilities (Sen, 2003). For this study, this theory aided in informing and evaluating the preparedness of SMTs in the implementation of the CPTD management system in schools, in terms of SMTs' capabilities to execute their important task as capable leaders and managers in schools.

There were two core concepts used in the capability approach: Functioning and Capability. On the basis of this theory, functioning is defined as an achievement of a person, that is, what he manages to do or be; this further relates to the use a person makes of the commodities at his disposal. On the other hand, capability reflects a person's ability to achieve a given function (doing and being). Capability is further explained as the various combinations of functioning(s) that a person can achieve (Sen, 2003). In light of this theory, SMTs are supposed to be afforded appropriate training in relation to the execution of their tasks. In the researcher's view, as the core group in upholding continuing professional development in schools, SMTs are supposed to be trained and equipped with skills and knowledge on the work to be done at their schools. Furthermore, SMTs at the school level are the drivers of the continuing professional development of teachers, hence, they always need to be equipped in matters and processes relating to the advancement of quality teaching and learning.

In essence, the CPTD management system is intended to enhance the quality of teachers' professional practice through the implementation of the CPTD management system in schools. This will further promote the leading role, administration role and execution role on the part of SMTs, in implementing the CPTD management system.

In this regard, the capability theory could constitute a relevant framework of analysis and evaluation of the SMTs' ability and capability to successfully implement the CPTD management system in schools.

This study sought to find out how SMTs perceive their capabilities and functioning to adequately and efficiently implement the CPTD Management System in terms of their functioning and capabilities, as explained above. For the purpose of this study, the researcher proposed the use of Sen's functioning and capability concepts in the formulation of data collection, as well as a theory shaping the interpretive frameworks for the study.

1.11. CAPABILITY THEORY BY WALKER AND McLean (2013)

Further contributions to the capability theory, by Walker and McLean, have been discussed at length in Chapter Two of this study. In this regard, a typology of professional capabilities was offered to enable and enhance the functioning and achievement of professional goals.



1.12. CONCEPTUALISING PROFESSIONAL DEVELOPMENT

The professional development of teachers inevitably relates to the opportunities provided by the Continuing Professional Development (CPD) initiative. Professional development also refers to the process of acquiring skills and knowledge both for personal development and career advancement (Speck & Knife, 2005, Muijs, 2008:1-17).

Those who engage in professional development share the common purpose of enhancing their ability to do their work and at the heart of their professional development is the individual's interest in lifelong learning (Speck & Knipe, 2005, Muijs, 2008:1-17). In order to attain the desired outcomes in schools, professional development is aimed at equipping teachers with commendable skills and knowledge, which should be made available, so that teachers may enhance and become effective classroom based teachers. In this regard, Kandlbinder and Peseta (2009, 19-31) also claim that focus must be placed on what students should be learning as well as the

application and performance thereof, in the construction of developing their understanding.

According to Butcher and Stoncel (2011:149-162), the teaching practice should include an emphasis on student-centred teaching, the use of varied teaching and assessment techniques and methods to cater for diverse learning styles, infusing assessment in teaching and reflecting on teachers' professional development. The professional development of teachers in the CPTD management system is presumed to be a key element of ensuring effective teaching and learning. Furthermore, professional development enables teachers to design relevant teaching strategies that talk to the learning needs of their learners and make learning interesting (SACE, 2013).

Recent studies have demonstrated the potential for teacher professional development to enhance teacher learning, improve instruction, and increase student achievement (Phillips, Desimone & Smith, 2011:1). Phillips et al. (2011:1) further contend that the connection between policy and teacher-based outcomes become increasingly important as educational reforms place new demands on teachers and school managers.

INTERNATIONAL PERSPECTIVE: Embraces the following with respect to professional development, in studies conducted in China, Dall'Alba and Sandberg (2006:383-412) depict horizontal and vertical dimensions in professional knowledge and skills development. The researcher understands vertical dimensions in professional knowledge and skills as being offered by senior professional staff (District subject coordinators) to ordinary professional staff (teachers). The horizontal dimension is understood by the researcher as peer professional development, for example, the kind of professional development offered by SMTs to teachers at a school level. In this regard, another study conducted in Bangladesh has revealed that teachers' professional development is the most effective when it is an on-going process that creates change and new understandings within schools that are quietly, yet most certainly, revolutionary (Alam, Hoque & Abdullah, 2010: 1).

For this study, this meant that it is the primary responsibility of SMTs and DBE officials to provide the relevant continuing professional teacher development to teachers in order to promote effective teaching and learning.

NATIONAL PERSPECTIVE: According to Wermke (2011:5), professional development refers to all natural learning experiences and those conscious and planned activities that are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. Concerning professional development, the national perspective holds the view that, to transform education in this country, South African teachers need to be appropriately equipped to meet the evolving challenges and needs of the country (Steyn, 2010:1). In other words, this implies that there have been many curriculum changes in the country since 1994; these changes have definitely negatively impacted on the teachers' practice, hence, there is a loud wake-up call for the professional development of teachers.

For this study, this implied that teachers must be given professional programs aimed at broadening their levels of capability and functioning at school, despite the curriculum changes that have taken place.

PROVINCIAL PERSPECTIVE: The Eastern Cape Department of Education (ECDoE, 2011) stipulates that teachers must be equipped with subject knowledge and didactic skills in order to teach with confidence and enthusiasm. The Department of Education promises to offer effective training, workshops and seminars so as to continually develop teachers for a professional perspective.

Research indicates that many South African classrooms lack quality teaching skills. Therefore, there is a need for professional development (PD) that is linked to subject content and pedagogy as the key to improved learner performance (Steyn, 2010:2).

For the purpose of this study, this simply means that there is not only one way of providing professional development to teachers. The vertical dimension embraces professional development provided by the DoE to teachers and the horizontal

dimensions involve peer professional development, which includes the sharing of knowledge and skills by teachers at the school and cluster level.

1.13. THE DEPARTMENT OF BASIC EDUCATION'S VIEWS ON CPTD.

The Department of Basic Education (2007) upholds the view that both conceptual, content knowledge and pedagogical knowledge are necessary for effective teaching, together with the teacher's willingness and ability to reflect on practice. Furthermore, all teachers need to enhance their skills, not only qualifications, for the delivery of the curriculum as skills will enable the teachers to be effective in the classroom in recognizing, identifying and addressing barriers to learning and creating inclusive and enabling teaching and learning environments for all learners (Department of Education, 2007).

The Department of Basic Education (DBE), in partnership with SACE, hold the view that teachers, like all professionals, need to develop knowledge and skills throughout their careers due to constant curriculum and methodological changes in the Education system (SACE, 2013). The leadership and management of every school in South Africa requires that SMTs take on the role of professionally developing staff as an essential requirement for the personal and professional growth of teachers. The DBE proposes the following in relation to the implementation of CPTD at a school level:

- By providing quality and credible professional development providers.
- By endorsing relevant and good professional development activities and programs.
- By allocating professional development (PD) points to such activities.
- By crediting each teacher's CPTD account/record with the PD points they have earned (SACE, 2013:4).

Furthermore, the DBE asserts that educators are offered continuing professional development in order to overcome their ineffectiveness in the classroom and SACE will monitor teachers' participation in the CPTD management system at the school level (SACE, 2013). The DBE maintains that CPTD at school level will help to align and

identify needs, strengthen subject competence, strengthen professional practice and promote professional commitment and responsibility within the teaching profession (SACE, 2013).

1.14. RESEARCH METHODOLOGY

1.14.1 INTRODUCTION

The following methodological processes are discussed in this section: research approach, research paradigm, research design, site of the study and population. The researcher has explained the sampling, data collection instruments and data analysis best suited for this study. This section concluded with a discussion of the ethical considerations, data trustworthiness and references essential for this study.

1.14.2. RESEARCH APPROACH: QUALITATIVE

This study adopted the qualitative research approach when collecting and analysing the data, due to the nature of the research questions posed in the study. Saldana (2011) asserts that qualitative research is an umbrella term for a variety of approaches to and methods for the study of natural phenomena in context. The information or data collected and analysis is primarily non-quantitative in character, consisting of textual materials such as interview transcripts, field notes and documents reviewed.

According to Grosseohme (2014), qualitative research is “the systematic collection, organization, and interpretation of textual material derived from talk, conversation, observation or documents. In this regard, data acquired from the participants through conversation and document reviews. Furthermore, Denzin (2010) proposes that, in spite of the inherent diversity within qualitative approach, it can be described as:

A set of interpretive material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to self ...qualitative researchers study things in their

natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

Maree (2010) further asserts that the qualitative research approach focuses on understanding the processes as well as the social and cultural contexts that underlie various behavioural patterns and is mostly concerned with exploring the “why” questions of research. This research approach seems relevant to this study as it will enable the researcher to explore and gain greater insights into the SMTs’ perceptions, views and beliefs based on the implementation of the CPTD management system in schools that SMTs are responsible for.

1.14.3 RESEARCH PARADIGM: INTERPRETIVE PARADIGM

This study adopted an interpretive paradigm. An interpretive paradigm is a view of social science, a lens through which you examine the practice of research (Cohen, Manion & Morrison, 2007). An interpretivist approach offers a perspective of a situation in order to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter (Maree, 2010).

For the purpose of this study, the interpretive paradigm creates an opportunity for the researcher to share closely in the in-depth perceptions and understanding of the SMTs regarding the implementation of the CPTD management system in their particular schools. The researcher has gained a first-hand understanding of the perceptions of the SMTs with respect to the policy and the implementation thereof, and interpret these perceptions as emanating themes.

In sum, Maree (2010) states that interpretivists focus on the uniqueness of the particular context or situation by observing the phenomenon through the lenses of the participants.

1.14.4 RESEARCH DESIGN: CASE STUDY

A research design is the plan, strategy or blueprint that moves from the underlying philosophical assumption to specifying a selection of respondents, the data gathering techniques to be used and the data analysis to be done in a study (Maree, 2010). Similarly, Creswell, Ebersohn, Ellof, Nieuwenhuis, Pietersen & van der Merwe (2008) share the same view and state that a research design is a plan, or a strategy, that moves from the underlying philosophical assumptions to specifying the selection of respondents, as well as outlining the data gathering methods used, and the data analysis techniques employed in the study.

A case study was used as a research design, as case studies provide a unique example of real people in real situations, enabling one to understand ideas more clearly than simply presenting data in abstract theories or principles (Cohen, Manion & Morrison, 2007). According to Yin (2009), a case study is defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly defined. In this regard, the researcher will work closely and directly with the SMTs in identifying their perceptions towards the implementation of the CPTD management system.

The researcher adopted a case study as an appropriate research design for this particular study. Its findings ought to provide a rich and holistic description of the case under investigation and its context, with a primary focus on the perceptions of the SMTs towards the CPTD management system in the Butterworth Education District.

1.14.5 THE SITE OF THE STUDY

This study was conducted in three (3) primary schools situated in the Butterworth Education district. The three primary schools are in the rural areas of the Eastern Cape Province. These three schools are rural in nature, as they are situated far away from town with no urban facilities. Furthermore, these three primary schools are on the outskirts of the Centane sub-district where there are poor socio-economic conditions

and limited resources, with few opportunities, for the sampled population. These primary schools belong to 'Quintile 2' and are referred to as the poorest of the poor schools.

The three primary schools are geographically situated in the Centane sub-district but they are located in different circuits with respect to their education demarcations. The radius of these schools is about 30km apart. These are all public schools with professional teaching staff employed by the Department of Education. The researcher has chosen the General Education and Training band (GET) because these schools are feeder schools to the surrounding senior secondary schools, which often blame primary school teachers for promoting unprepared learners to senior secondary schools. Hence, the researcher talks to the professional training and professionalism of teachers.

1.14.6. POPULATION

Population is defined as a generally large collection of individuals or objects that is the fundamental focus of a scientific query or study (Cohen and Crabtree 2006). The study comprised of three primary schools in the Butterworth Education district. Furthermore, Maree (2010) asserts that a population is a group of individuals or items that share one or more characteristics from data that can be gathered and analysed that means that population is a group to which you would like to generalise your samples.

For the purpose of this study, only nine participants were selected from the three primary schools. Three participants from each school were interviewed, namely, one principal, one Head of Department (HoD) and one senior teacher, all of whom form the senior management of the school (SMT). SMTs are representatives of teachers at school who work in a structure that seeks to promote continuing professional development and professionalism amongst teachers.

The researcher chose the principal as the leader because of his/her professional position as manager of the school and as the person mandated to implement the CPTD in school. The other main responsibility of the principal is to ensure that effective teacher development is promoted. The HoDs were selected because they are the instructional leaders whose main responsibility is to ensure that curriculum programs

are effectively administered in their schools. The professional role of the HoDs enabled them to identify the areas in which the teachers required professional development.

With respect to senior teachers, they were selected as study participants because of their fundamental role of ensuring that effective teaching and learning takes place in the classroom. In reality, they are the actual implementers of the CPTD management system in schools, by virtue of their positions in the school.

1.14.7 SAMPLING

According to Cohen et al. (2007), in purposive sampling the researcher hand-picks the cases to be included in the sample on the basis of the researcher's judgment of their typicality or possession of the particular characteristics being sought. In this case, the sample is comprised of the SMTs in three rural primary schools.

The researcher chose sample from the three primary schools, three principals, three Heads of Departments, and three senior teachers on the basis of proximity, relevance and convenience for the study, which is located in the Butterworth Education District. Nine participants were selected for this study. The researcher made use of this sample size because not all the primary schools can be included in this study and the nine participants have been sampled from the three primary schools in their rural environment. Pertaining to the EMIS information of these three primary schools, refer to Chapter three of this study.

1.15 RESEARCH METHODS: DATA COLLECTION TECHNIQUES

1.15.1 SEMI-STRUCTURED INTERVIEWS

A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. In this regard, Maree (2010) articulates that semi-structured interviews are used in research projects to corroborate data emerging from other data sources. Semi-structured

interview schedules direct and define the line of inquiry in order to identify new emerging lines that are directly related to the phenomenon being studied (Maree, 2010). The advantages of semi-structured interviews are that, they provide valuable information from content of participants (and stakeholder) experiences. Secondly, the use of pre-determined questions provides uniformity.

The researcher had an opportunity to extract in-depth data from the participants by posing probing questions that were aligned to the research questions. The in-depth data from the participants presented realities pertaining to the perceptions of the SMTs, on their knowledge and capability to implement the CPTD management system in their respective schools, based on the theoretical framework mentioned earlier in this chapter.

1.15.2 DOCUMENT REVIEWS

According to Maree (2010), 'documents' refers to all types of written communication that may shed light on the phenomenon being investigated. Written data sources may include published and unpublished documents, company reports, memoranda, agendas, administrative documents, letters, reports, email messages, faxes, newspaper articles, or any document that is connected to the investigation (Maree, 2010).

For the purpose of this study, the researcher reviewed documents, in the event that the documents were not forthcoming, information gathered through semi-structured interviews included a discussion based on document reviews that relate specifically to the implementation of the CPTD management system in schools. In this regard, the reviewed documents included the Staff minute books and Control books, which were highly dependent on the schools that were willing and forthcoming with regard to the availability and scrutiny of these documents.

The researcher selected these documents on the basis that the Staff minute books indicated the dates and particular professional activities that were undertaken on those dates. The Control books revealed records of teacher evaluations. This enabled the researcher to gain greater insights into the phenomenon in relation to the

implementation of the CPTD management system in schools. In events where the documents were not forthcoming, then questions were posed to the participants.

1.15.3. DATA COLLECTION

Clair, Min and Judith, as cited by Issah (2011), state that it is virtually impossible to write down everything that is said in an interview and transcribing is a time-consuming business. These authors further assert that, when conducting an interview, the researcher must be mindful of the following five basic principles:

- Explaining what the interview is all about
- Trying to ensure that the interviewee is relaxed
- Knowing what to ask and avoiding bias is very important.

Furthermore, the data was collected by using semi-structured interview questions when interviewing the participants, and by reviewing the relevant school documentation. The documents that were reviewed consisted of the staff minute books. Here, focus was placed on the manner in which these documents were used to enhance quality teaching and learning as well as the professional growth of teachers in their practice.

It was therefore in the best interest of the researcher to adhere to these procedures in order to attain the desired objectives of this study as premised on the SMTs' perceptions on the implementation of the CPTD management system.

1.16. DATA ANALYSIS

According to Maree (2010), qualitative data analysis is usually based on an interpretive philosophy aimed at examining meaningful and symbolic content of qualitative data. This works to establish how participants make meaning of a specific phenomenon by understanding their perceptions, attitudes and feelings towards a particular phenomenon.

The researcher analysed the data collected through semi-structured interviews and document reviews, according to themes that emanated from the data collection. This

technique was therefore appropriate for the purpose of this study. Themes enabled the researcher to establish the SMTs' perceptions on the implementation of the CPTD management system.

1.17. ETHICAL CONSIDERATIONS

According to Neumann (2000), the researcher must be ethically sound and confidentiality must be ensured before undertaking the research. This helped to protect the participants from all harm that might emerge during the interview. The participants were treated with respect and dignity during the interviews. In order to conduct this study, the researcher sought permission from the Department of Education.

The researcher further applied and was granted the UFH ethical clearance requirements as well as the DoE's consent to undertake this study. Consent forms, signed by the principals, HODs and senior teachers, indicating that they voluntarily consented to participate in the study and granting the researcher permission to undertake the study, were also essential to this process.

Furthermore, the participants were assured that their participation in this study was voluntary and, therefore, they could withdraw at any stage. Anonymity and confidentiality were maintained and the data collected in the interviews was only used for the purpose of this study. For further ethical consideration, the study was conducted in three primary schools, wherein my presence remains neutral as a researcher.

1.18. THE FOLLOWING ETHICAL ISSUES WILL BE ADDRESSED

1.18.1. PERMISSION FOR INCLUSION AS PARTICIPANT

Permission to conduct this study in the selected schools was sought from the Department of Education (Head Office), District Director and Circuit managers. The principals of the sampled schools were contacted to seek permission before any interviews were conducted. The researcher arranged interview sessions and got permission from all the participants in the study.

1.18.2. INFORMED CONSENT

Cohen et al. (2007) argue that participants should know that their involvement is voluntary at all times and they should receive explanation beforehand of the benefits, rights, risks and dangers involved as a consequence of their participation in the research project. For this study, this means that informed consent refers to all the steps taken to convey all possible or adequate information on the goal of the investigation, the procedures that will be followed during the investigation, the possible advantages, disadvantages and dangers to which the respondents may be exposed, as well as the credibility of the researcher; these should be rendered to potential subjects or their legal representatives (Strydom, 2007).

In order to ensure that the ethical considerations were upheld in this study, the researcher explained the reason for conducting the study to the participants and promised the participants non-deception. The researcher also indicated to the participants that he would use a tape-recorder during data collection; in this regard, he sought permission from the participants to record the interviews. The researcher further assured all the participants that their names would not be reflected in the results of the study. The participants were assured of their wellness and if the research promised to cause any harm to them then it might be sacrificed. All the participants were made to understand exactly what it meant to participate in the research study so that they could decide on their voluntary participation.

1.18.3. ANONYMITY AND CONFIDENTIALITY

The researcher made sure that the names of the respondents remained anonymous for the purpose of confidentiality. The researcher used different coding patterns for the participants in order to conceal their identities. The coding patterns outlined in the following table were used:

TABLE A: CODING PATTERNS OF PARTICIPANTS IN THE STUDY

School A	Principal 1	HoD A	Senior teacher X
School B	Principal 2	HoD B	Senior teacher Y
School C	Principal 3	HoD C	Senior teacher Z

Mdyogolo (2012) defines privacy as that which is not intended for others to observe or analyse, therefore, the right to privacy is the individual's right to decide when, where, to whom, and to what extent his or her attitudes, beliefs and behaviour will be revealed.

The participants were assured of confidentiality and all the information acquired from the participants would only be used for the purpose of this study. Brink (2002) defines confidentiality as the researcher's responsibility to protect all gathered information from being divulged to any other person. The information gathered was shared with the concerned parties, that is, the interviewees and the supervisor. The measures to maintain anonymity and confidentiality further ensured that the names of the participants did not appear in any quotations or references when analysing the research results.

1.18.4. RIGHTS OF PARTICIPANTS

In terms of the ethical considerations, the researcher thoroughly explained, to all the participants, that participation in the study was voluntary and that participants could withdraw at any moment. The researcher also ensured that the participants were not exposed to physical, legal or social harm of any kind. Once the rights of the participants were explained, it was each individual participant's decision to whether they wanted to continue with the research or withdraw. For the purpose of this study, the participants were requested to participate voluntarily; they were not compelled to participate. In the event that the proposed schools' SMTs did not participate, the researcher had the option to look for alternative schools.

Moreover, researchers should not expose research participants to undue physical or psychological harm, or to be subjected to unusual stress, embarrassment or loss of self-esteem and psychological discomfort (Leedy & Omrod, 2005). It was in the best interest of the researcher not to cause any harm to the participants in this study. Therefore, precautions were taken to guard the safety of the participants.

1.19. DATA TRUSTWORTHINESS

De Vos, as cited in Mdyogolo (2012), asserts that all research must respond to the processes that stand as criteria against which the trustworthiness of the project can be evaluated. These processes can be written as questions; here are some of their examples:

- How credible are the particular findings of the study?
- How transferable and applicable are these findings to another setting or group of people?
- How can we be reasonably certain that the findings would still be the same if the study could be conducted with the same participants in the same context?
- How can we be sure that the findings are reflective of the subjects and the inquiry itself, rather than a creation of the researcher's biases or prejudices? (Mdyogolo, 2012)

In order for this study to be ethical and trustworthy, a report back to the interviewees took place before the data was finally analysed; this served the purpose of clarity and accuracy in the interpretation of the semi-structured interviews and document reviews. A tape-recorder was used during the semi-structured interviews, as this assisted with the transcription of the data collected for the study.

1.20. OUTLINE OF CHAPTERS

CHAPTER ONE

In Chapter One, a general orientation of the study was provided. The following aspects were discussed here in: background to the study, the problem statement, main research question, research sub-questions and the objectives of the study. Furthermore, the

purpose, rationale and significance of the study are outlined in this chapter, as well as the definition of terms.

CHAPTER TWO

This chapter discussed and presented an overview of the scholarly work and publications by academic scholars on this topic. The theoretical framework embedded in capability theory is the point of departure in this chapter, followed by the conceptualization of professional development, as well as international and national views on professional development.

CHAPTER THREE

This chapter outlined the research methodology used in the study in detail. Furthermore, the researcher presented the appropriate research methodology required for this study.



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CHAPTER FOUR

The collected data was presented and analysed in this chapter, together with a discussion of findings from the data. The data was presented according to the themes emanating from the data that had been collected.

CHAPTER FIVE

This chapter presented a summary and conclusion to the study. It further offered recommendations based on the findings of the study, and suggestions for future studies wherein DoE officials could possibly participate in such a study in order to develop an understanding of SMTs' views on the implementation of the CPTD management system.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

Vithal and Jansen (2004:14) argue that a literature review “offers a synthesis of (a) what has already been written on topic, (b) what has not been already written or is inadequate conceptually or in methodology and needs clarity, (c) how the researcher's proposal addresses the gap, silence or weaknesses in the existing knowledge base”. It was, therefore, in the best interests of the researcher to establish any gaps that may relate to the SMTs' preparedness and views before implementing educational programs.

This chapter, therefore, provides a literature review based on the perceptions of School Management Teams (SMTs) on the implementation of the Continuing Professional Teachers Development management system (CPTD). The literature reviewed was informed by Sen's theoretical framework, the title of this study and the research questions. An overview of the theoretical framework is provided with the view to establish the perceptions of SMTs, and to find out how SMTs respond differentially to the CPTD management system in terms of their capabilities and functioning.

Furthermore, the literature on professional development of teachers was discussed in this chapter, with a focus on International, African, National and Local perspectives. The researcher included and reflected on the following aspects in the literature review: the role of SMTs in the professional development, the factors promoting professional development, the models of the CPTD, the benefits of professional development and the mitigating factors faced by SMTs.

Lastly, the conclusion at the end of this chapter provided a brief summary of what the concerned literature had offered in establishing any possible gaps in relation to the focus of this study.

2.2. THEORETICAL FRAMEWORK

For the purpose of this study, a guiding framework is proposed to explore the perceptions of SMTs regarding the implementation of the CPTD management system; the Capability Theory developed by Sen (2003) is used here. It is a critique of resources-based (provisions/deliverables) and utility-based (use-value) assessment of human well-being and the consequences of social arrangements. The capability approaches departs from the premise that functioning's (doings and beings) are dependent on the capability (substantive freedoms) to choose the life one reasons to value and live aspirations (Gale & Molla, 2015: 810-830).

The Capability Theory is considered appropriate and relevant by the researcher because it relates to people's capabilities and functioning. The use-value of the Capability approach is of particular relevance and importance in the CPTD management system. Clark (2006) argues that the capability approach is useful in the following aspects:

- development thinking and lays the foundation for the human development paradigm
- evaluation of policies according to their impact on people's capabilities
- Development of a framework of thought for the evaluation of individual advantage and social arrangements.

It is the researcher's contention that the thoughts expressed above on human capacity development, policies and programs on capability, arrangements, and how individuals take advantage of development opportunities, resonate well with the CPD imperatives of developing teachers' competencies and capabilities. This research argues that the other added advantage of the capability framework concerns the suitability of the approach in terms of processes for the actualization of the CPD programs.

One of the important aspects of the Capability Theory is its focus on what people are effectively able to do and be, that is, their capabilities (Sen, 2003). Sen further argues

that in social evaluation and policy design, the focus should be on what people are able to do and be, on the quality of their life, and on removing obstacles from their lives so that they have more freedom to live the kind of life that, upon reflection, they find valuable (Sen, 2003). In this regard, Molefe (2013) further stipulates that SMTs should understand departmental policies and Acts so as to enable them to perform their duty. Furthermore, there should be induction programs and workshops to capacitate SMTs on the implementation of such programs.

Molefe (2013) suggests that everyone has a responsibility in managing learning and development to efficiently and effectively achieve outcomes. Learning and development are critical processes for enhancing productivity and organizational performance. The management of learning and development processes is central to their effectiveness.

Research indicates that high-performing organizations, in relation to learning and development, have the following attributes:

- They align and integrate their learning and development initiatives with corporate and business planning by reviewing existing activities and initiating new learning programs to support corporate plans.
- The corporate culture supports these initiatives and addresses cultural barriers to learning.
- The managers invest in, and are accountable for, learning and development.
- They consider appropriate learning options not emphasizing classroom training and allow staff time to process what they have learned on the job consistent with adult learning principles.
- They evaluate learning and development formally, systematically and vigorously (Molefe, 2013).

In relation to functioning, as explained in the Capability Theory, Molefe (2013) postulates that SMTs are responsible for enhancing quality teaching and learning in schools, however, for them to improve the quality of teaching and learning effectively and efficiently, they should be able to successfully manage their roles and functioning. SMTs need to assist educators in imparting the knowledge that they have to learners.

This can only be achieved if SMTs are trained and inducted in their roles and functioning (Molefe, 2013). On this note, Sen (2003) articulates that the good and the functioning to achieve certain beings and doings are influenced by three conversion factors:

- Firstly, personal characteristics e.g. metabolism, physical condition, sex, reading skills and intelligence.
- Secondly, social characteristics e.g. public policies, social norms, discriminating practices, gender roles, societal hierarchies and power relations.
- Thirdly, environmental characteristics e.g. climate, infrastructure, institutions and public goods.

The applications of the capability approach are found in its traces and application in human development assessment adopted by the UNDP, where human development is defined as “a process of enlarging people’s choices in terms of building their capabilities and having substantive freedom to put their capabilities to use” (UNDP, 1990:1, cited in Gale & Molla, 2015:810-830). Human development also aims to ensure the freedom of individuals to exercise agency. The development of teachers’ agency in confronting substantive problems in their teaching practice is one of the purposes of Continuing Professional Development (CPD).

In this regard, the Capability Theory has been used to explore how educational strategies/policies/programs/projects/activities have enabled the conversion of knowledge, skills and competencies into capabilities in order for teachers to act as fully participating active citizens. In other words, it explores how individuals transform the resources they have into freedoms that they value or aspire to (Gale & Molla, 2015:810-830). Therefore, the knowledge and skills gained ought to be translated and transformed into practices that improve personal, pedagogical and professional advancement in teaching and learning.

The capability approach was used to establish how SMTs perceive the relevance, importance and necessity for CPTD to develop the professional skills of SMTs as well as teachers in the school.

2.3. FURTHER CONTRIBUTIONS ON CAPABILITY THEORY BY WALKER AND McLean (2013)

The Capability Theory used in this section of the study is concerned with the opportunities that people have to improve the quality of their lives based on their capabilities and functioning. Walker and McLean (2013) offer a typology of professional capabilities that could be developed to enable and enhance the functioning and achievement of professional goals.

TABLE B
PUBLIC-GOOD PROFESSIONAL CAPABILITIES (after Walker & McLean 2013)

Informed vision	<ul style="list-style-type: none"> • understanding the profession in its historical, socioeconomic, and political context, nationally and globally; • Imagining improved social arrangements.
Affiliation (solidarity)	<ul style="list-style-type: none"> • Care and respect for, and rapport with, diverse others, especially the poor and vulnerable.
Resilience	<ul style="list-style-type: none"> • perseverance in difficulty; • Having a sense of career security.
Social and collective struggle	<ul style="list-style-type: none"> • community empowerment; • promoting human rights; • Leading and managing social change.
Emotional reflexivity	<ul style="list-style-type: none"> • empathy; • compassion; • Personal growth.

Integrity	<ul style="list-style-type: none"> • acting ethically; • being responsible to communities and colleagues; • High-level service.
Assurance and confidence	<ul style="list-style-type: none"> • expressing and asserting own professional priorities; • Confidence in the worthwhileness of one's professional work, and to act for change.
Knowledge and skills	<ul style="list-style-type: none"> • a firm, critical grounding in disciplinary, academic knowledge; • integrating theory and practice; • Problem-solving.

These capabilities, of course, take on different guises in different professional fields. Moreover, Walker and McLean (2013) have developed six case studies of these capabilities in a range of professional fields in diverse South African universities. In Case and Marshall's (2016) case study of engineering, it was noted that the knowledge and skills capability featured significantly. The authors assume that specialized knowledge and attributes of being logical and innovative are valued. Another key capability was resilience, with engineering being viewed as a competitive profession, with technical and practical problems to overcome.

The study observed that students conveyed a strong sense of assurance and confidence in being 'problem-solving agents of change who can make a difference to society', although it was noted that this problem-solving was more closely related to technical or infrastructure problems than to community or societal problems. The study also revealed that the capabilities of informed vision and affiliation were not well-developed in the engineering students interviewed, who had little real engagement with socio-economic realities. The capabilities of social and collective struggle, and emotional reflexivity, were not touched on in the case study at all.

For the purpose of this study, this implies that the continuing professional development of teachers will have to consider various capabilities that need to be developed on the part of teachers, and apportion weightings on those capabilities. Obviously, knowledge and skills capability is likely to be featured prominently and have a high influence. However, other capabilities, such as reflexivity, resilience and affiliation bear on one's professionalism and professional identity; they would thus have to be developed on the part of teachers, by the SMTs.

Walker and McLean (2013) argue that the capabilities approach also looks at how different individuals can convert available resources into actual functioning through an examination of so-called 'conversion factors' – personal, social and environmental conversion factors. These conversion factors all make a difference in how an individual translates resources into functioning potential. In a study involving university students, Walker and McLean (2013) noted that not all students in higher education were equally positioned to convert educational resources into 'actual achievements' or capabilities.

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These authors observed the experiences of university students who come from backgrounds that make university studies a significant challenge. They depict the dampening of morale and ambitions that are thwarted, as evidenced by the settling towards instrumental passes and the obtaining of a degree. They conclude that Higher Education does not inevitably increase students' freedom to choose to be and do the things they value, or to live the lives for which they have wished.

The same can be said about the uptake of professional development opportunities by teachers, which is central to the Capability Theory. The CPTD management system will have to bargain for the variations in the conversion of professional development opportunities and resources into actual functioning and achievements in the classroom. The improvement of educational outcomes would be the measure of the extent to which professional development and/or professional learning is translated into doing things differently in the classroom, and the extent to which students benefit from this, as measured by achievement scores and pass rates.

For the purpose of this study, Sen's Capability Theory and the subsequent contributions by Walker and McLean are therefore relevant to position this study in terms of investigating SMTs' perceptions on the implementation of the CPTD management system, based on their capabilities and functioning as key aspects of the professional development of teachers as experienced by SMTs.

2.4. CONCEPTUALIZING PROFESSIONAL DEVELOPMENT

Poskitt (2014:542-566) draws a distinction between professional development (PD) and professional learning (PL). She argues that professional development is often offered as a panacea to substantive teaching and learning challenges, and includes short-term, once-off courses, that are delivered to teachers with minimal adaptations and customization to the needs of teachers. Similarly, King (2014:89-111) critiques the view that professional development is construed "as 'inputs' such as courses, rather than the actual development of knowledge and expertise (outcomes).

In contrast, professional learning aims to empowering the teacher as a learner who takes self-ownership (agency) for continuing learning. Professional learning takes into account the beliefs, values and knowledge, and balances critical individualized and collaborative learning. In a similar vein, King (2014:89-111) views professional learning as focusing on teachers' implementation levels, knowledge, beliefs and practices, and suggests that these should be the focus of professional development. Poskitt (2014:542-566) suggests that PL is offered within an organized program of PD, and may be construed as Professional Learning and Development (PLD). Therefore, one cannot talk about professional development without making reference to issues of teachers' professional learning, since the latter is subsumed in the former.

Professional development is understood by Saville (2008:19) as the systematic maintenance, improvement and broadening of knowledge and skills, and the development of those personal qualities necessary for the execution of professional and technical duties throughout the individual's working life. The professional development of individual teachers inevitably relates to the opportunities provided by the Continuing

Professional Development (CPD) initiative and may lead to learning and changes in attitudes and beliefs (Saville, 2008:19). In this regard, Mestry, Hendricks and Bisschoff (2009:475-490) further concur with Saville (2008:19) as they state that professional development should be seen as a process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching, and by which they acquire and develop their knowledge, skills and attitudes. On this note, the researcher views the CPD as an on-going process aimed at improving effective practice in order to benefit learners.

The school management team is responsible for teacher professional development in schools; therefore, teachers are required to attend development programs that will assist them in improving their knowledge, skills, values, and attitudes in order for them to become better equipped in the management of their classrooms (Mestry et al., 2009:475-490). Furthermore, professional development also refers to the process of acquiring skills and knowledge both for personal development and career advancement (Speck & Knipe, 2005; Muijs, 2008:1-17). Those who engage in professional development share a common purpose of enhancing their ability to do their work, and the individual's interest in lifelong learning is at the heart of their professional development (Speck & Knipe, 2005; Muijs, 2008:1-17).

In order to attain the desired outcomes in schools, professional development aimed at equipping teachers with commendable skills and knowledge must be made available so that teachers may become effective practitioners in the classroom. In this regard, Kandlbinder and Peseta (2009:19-31) note that focus must be made on both what students should be learning as well as the application and performance thereof in the construction of individual understanding. The esoteric knowledge and experience gained by teachers through workshops, seminars, collegial meetings and subject meetings is of paramount importance to the daily practices of teachers.

According to Butcher and Stoncel (2011:164), the teaching practice should include an emphasis on student-centred teaching, the use of varied teaching and assessment techniques and methods to cater for diverse learning styles, infusing assessment in

teaching and reflecting on professional practice but also on academic development practices and the overall culture of the institution. Therefore, the professional development of teachers in the CPTD management system is presumed as a key element for ensuring effective teaching and learning, because teachers will know what is expected of them. Teachers will be able to design the relevant teaching strategies that talk to the learning needs of the children and make learning interesting (SACE, 2013).

Normally, when one knows that there is going to be a reward at the end of the day, the person puts much effort into the work. Recent research has demonstrated the potential for teacher professional development to enhance teacher learning, improve instruction, and increase student achievement (Phillips, Desimone & Smith, 2011:1). Phillips et al. (2011) further contend that the connection between policy environments and teacher-based outcomes becomes increasingly important as educational reforms place new demands on teachers.

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Furthermore, Campbell and Uys (2004) indicate that professional development is one of the focuses of government policy because teachers are entrusted, by parents, with profound responsibilities of providing effective teaching and learning. The SACE (2013) code of conduct document aligns with the understanding of Campbell et al. (2004), as it states that teachers need to continuously strengthen their capacity to help children along the path of learning, understanding and developing. Teaching requires deep knowledge that is continuously updated, and it involves complex skills that need to be continually updated to new circumstances (SACE, 2013).

The background to this study has revealed the existence of changes in the policies of the Department of Education (DoE) in relation to curriculum management, which have resulted in many negative impacts like content gap and inappropriate methodology on the part of teachers. These have negatively affected the teaching process and the performance of learners, especially in primary schools. With the advent of the CPTD management system, teachers will be enabled to display outstanding performance in

the classroom. Through CPTD programs, teachers will be effectively capacitated and be holistically assessed for their achievements (SACE, 2013).

2.5. PERCEPTIONS AND THEIR BEARING ON THE PROFESSIONAL DEVELOPMENT MANAGEMENT SYSTEM

According to Blignaut (2008:101-125), perceptions fall under the rubric that includes interpretations, cognition, sense-making and understanding. The above author posits that prior understanding and belief, coupled with context, determine actions and inactions in practice (Fullan, 1992), thus explaining the disjuncture between policy and practice. In a similar vein, Spillane, Reiser and Reimer (2002:387-431) argue that agents' perceptions regarding policies and programs are constituted and influenced by prior knowledge, expertise, values, beliefs and experiences.

They further argue that people draw analogies between new ideas and their existing understandings. Allen and Penuel (2015:136-149) hold the view that sense-making explains the "confronting activity" on the part of the implementers or actors of a policy or program, and that it affects the extent to which the new policy or program is integrated into one's activities. The influence of expectations on perceptions is, according to Spillane, Reiser and Reimer (2002:387-431), a function of existing knowledge structures, and how these help in focusing understanding, which may lead to unacceptability of information that is incongruent with agents' expectations.

Perceptions are formed as people with different views interpret reality and strive towards an understanding and making sense of their own world (Dalin, 1978). Allen and Penuel (2015:136-149) argue that perceptions involve the negotiation of meaning from a variety of messages that are often in conflict with one another. These messages often result in policies, programs and activities being viewed ambiguously, uncertainly and incoherently; at worst, perceptions may result in the foreclosure, subversion, and rejection of policies, programs and activities.

Allen and Penuel (2015:136-149) further argue that perceptual processes are also influenced by the actual, imagined or implied presence of others who either approve or disapprove of the proposed policy, program or activity. Leach, cited by Nkonki (2009), suggests that people rewrite events in their own minds to suit their own personal logic and beliefs, as well as their inconsistent behaviour.

Perceptions, as they relate to the uptake of professional development, were studied by Allen and Penuel (2015:136-149) who found that teachers had uncertainties and ambiguities around goals, accountability measures and the adequacy of resources. Nkonki's (2009) study focused on the bearing that teachers' perceptions have on their disposition towards IQMS. Misperceptions were found to be associated with policy goals that were misinterpreted, missed or misconstrued by the teachers.

These cases show that there is need to frame, focus and redirect the effects of perceptions in the implementation of programs and policies. It is in respect of the bearing that perceptions have on the uptake, adoption and implementation of policies and programs that this particular study sought to explore SMTs' perceptions on the implementation of the CPTD management system.

2.6. THE LEADERSHIP ROLE OF SCHOOL MANAGEMENT TEAMS IN CONTINUING PROFESSIONAL TEACHER DEVELOPMENT (SOUTH AFRICAN VIEW)

Evans (2014:180) argues that school leaders need to understand the process by which teachers grow professionally, and the conditions that support and promote their growth. This places responsibility on the School Management Team (SMT) in so far as their role in the management of CPTD. The School Management Team refers to a professional structure that exists in a school setting. This structure consists of the principal, deputy principal and heads of the departments.

The Manual for School Management (2007) asserts that SMTs are educators who are appointed to manage the school as a whole. With respect to the SMTs' responsibility in

relation to the implementation of the Continuing Professional Teachers Development management system in schools, the Manual for School Management (2007) stipulates that SMT members must work together to ensure that the school becomes a dynamic environment for both learners and teachers. The SMT manages the day-to-day activities of the school and implements the school's policies, which have been determined by the SGB. Although SMT members have leadership and management functions as part of their jobs, the ultimate responsibility for making sure that the work is done rests with the principal and s/he can choose how to share that responsibility with other SMT members (Manual for School Management, 2007).

In addition, the other function of SMTs is to provide the professional development of the teachers in order to make them effective practitioners. In this regard, the South African Schools Act No. 84 of 1996 embraces the idea that SMTs should see to it that teaching, learning and the quality performance are upheld at their respective schools. It is here that the emphasis of this study is located. In other words, it is the role, responsibility and duty of a school's SMT to develop all teachers from a professional perspective.

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This means that the SMT has a responsibility to the school, learners, parents and the community in terms of empowering and enabling teachers to undertake their teaching with competency, pride and professionalism. SMTs have a significant responsibility of ensuring that the departmental policies are put into practice and all areas in the school function effectively, and people work productively towards achieving the school's vision and mission (Manual for School Management, 2007).

Van Wyk and Marumoloa (2012:1-2) further contend that, to be more specific in terms of the amended provision of Section 16 of SASA, it is stated that an SMT must be formed to assume responsibility for the day-to-day professional management of the school and for the implementation of its policies. It is further important to note that schools are required by law to have written policies on a number of areas where it is desirable for such policies to be in place in order to guide the work of the school. SMTs must play a leading role in policy formulation and implementation. They have to accept the main responsibility for the quality of policies and for effective implementation. Their

responsibilities, in this regard, include regular communication through circulars and conducting meetings with other stakeholders (Van Wyk et al., 2012:3).

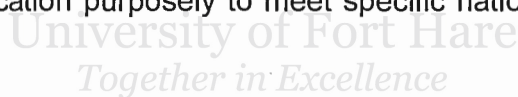
It can actually be said that the acceptability and eventual successful implementation of school policies depend on the degree to which SMTs can provide motivation and resources for the implementation of new policies (Van Wyk et al., 2012:3). Correspondingly, SMTs have a significant responsibility of ensuring that the departmental policies are put into practice and all areas in the school function effectively, and ensuring that people work productively towards achieving the school's vision and mission (Manual for School Management, 2007).

In this regard, the researcher argues that the inception of SMTs in schools created a more democratic representation on behalf of teachers in terms of the principal sharing leadership and management, and distributing responsibilities to SMTs. Furthermore, the researcher holds the view that the Department of Education wanted to restore the following aspects in the teaching fraternity: sound improvement pertaining to content gaps and needs of teachers, effective practice, further teacher development, quality standards and compliance.

Furthermore, the SMTs' role aligned to teacher development requires meeting the pedagogical gaps and developing teacher competency through democratic, open and engaging ways to support teachers in their endeavours to become fully competent. In relation to the fundamental role of School Management Teams (SMTs), which is the provision of continuing professional development to teachers, Nwangwa (2013:165) also confirms that the CPTD will instil the following amongst teachers:

- The management of the academic and administrative affairs of the school.
- The SMTs are expected to effectively manage the school by planning ahead and ensure that there are enough teachers to be assigned for classes,
- The SMT has a hold of the school time tabling of activities, procure teaching materials, and retrain the teachers for the task ahead

- The SMTs are expected to monitor the performance of staff and learners of the school using the National Policy on Education as guideline.
- Staff are expected to contribute to the evaluation of individual in-service activities and of the overall staff development plan
- The SMTs are to maintain the assets and other infrastructures of the school;
- The school SMTs is not to task the learners for money but externally source for funds from the community and alumni body to improve school facilities.
- SMTs are expected to provide continuous training and development of the teachers and non-academic staff particularly on ICT usage
- SMTs are expected to comply with the conditions of service for teachers and non-academic staff set by the Ministry of Education.
- SMTs are to ensure that only qualified teachers are assigned to teach in the classrooms
- SMTs are expected to strictly implement the curriculum in line with guidelines of the Ministry of Education purposely to meet specific national goals. (Nwangwa, 2012: 165)



Finally, SMTs are the role player's responsible for the implementation of CPTD programs at the school level in order to ensure a better practice. The implication of this for SMTs is that they will be able to execute certain kinds of management functions, including: planning, organising, scheduling, delegating, communicating, controlling and quality assurance. Evans (2014:180) suggests that school leaders should arm themselves with knowledge of the conditions that support and promote professional growth. She suggests that school leaders should know the following with respect to CPTD:

- CPD is multi-dimensional and involves changes in attitudes, intellectual capacity, and mind sets.
- CPD is not confined to designated or planned opportunities, such as workshops, courses, appraisal meetings or formal mentoring. It may occur in any context, accidentally and incidentally, and through interaction with stimuli that generates an idea or thought leading to enhancement of practices.

- CPD will be superficial and shallow if the attitudinal and intellectual dimensions do not underpin professional development.
- Leadership for professional development requires flexibility, vision, resourcefulness, and awareness of the importance of interacting with teachers, and consideration of teachers as individuals.
- The essence of leadership for continuing professional development is in the creation of conditions and initiation of circumstances for teachers to learn (Evans, 2014:180).

In sum, the views expressed above intend to help SMTs in their endeavour to approach the management and implementation of CPTD programs with an open mind.

2.7. INTERNATIONAL PERSPECTIVES ON CPD

International perspectives embrace the following with respect to professional development, in the studies conducted in China, Dall’Alba and Sandberg (2006:383-412) depict horizontal and vertical dimensions in professional knowledge and skills development. The horizontal dimension relates to the skills progression that accompanies experience and the vertical dimension refers to variations in embodied understandings of practice. These dimensions will form an integral part of this study as they relate to skills and knowledge acquisition through the CPTD management system, which promotes a considerable amount of experience that, is greatly needed in the interaction between teacher and learner.

However, studies conducted in Australia reflect that teaching should be recognized as engaging in continuing inquiry into practice and this inquiry should be recognized as strongly collegial and collaborative in nature (Doecke, Parr & North, 2008). Further, another study conducted in Bangladesh has revealed that teachers’ professional development is most effective when it is an on-going process that creates change and new understandings within schools that are quietly, yet most certainly, revolutionary (Alam, Hoque & Abdullah, 2010:1).

This is further accentuated by the fact that professional development (PD) refers to the continual process of learning to enrich and enhance oneself with age and the

concurrent demand of information whilst engaged in a job at any institution. In this sense, teachers' professional development means increasing teaching technique, broadening subject knowledge, creating responsibility and commitment ingathering the latest information in order to prepare students according to and based on the needs of contemporary society (Alam et al., 2010:1). CPTD programs will make teachers more knowledgeable and also effective in their practice and allow them to be more capable in doing their jobs that is providing quality teaching.

Furthermore in Germany, Wermke (2011:5) perceives professional development as all natural learning experiences and those conscious and planned activities that are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and critically develop the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (Wermke, 2011:5).

In order for professional development to be effective, it also needs to be linked to school and not just individual goals, and needs to be embedded in the workplace. In this regard, the work stations must be conducive to teaching and learning. Professional development must equip teachers with the necessary competencies and skills to enhance their teaching methodologies (Wermke, 2011:5).

In the same vein, Mockler (2005:733-746) brings together the school organization and wider educational contexts and argues that the development of a transformative teaching profession requires an educational community which, on both school and system levels, not only tolerates risk-taking but embraces it as a path to authentic relationship, critical and innovative practice and on-going growth and transformation. She also stresses the importance of having educational leaders, at different levels, who are willing to adopt a transformative stance and who give sustained and comprehensive

support to the development of a transformative teaching profession (Mockler, 2005:73: 746).

Professional development is also portrayed in terms of increasing the congruence between thinking and actions in pedagogy and growth in articulation, differentiation, integration and sophistication in pedagogical understandings (Levin, 2005). He further articulates that there is also widespread agreement that developing teachers professionally is the optimal answer to, and is indispensable to bringing about sustainable school improvement, the ultimate improvement of student learning (Levin, 2005).

Furthermore, Cho and Rathbun (2013:148) also propose that the purpose of the workshop 'Teaching critical thinking' is to introduce diverse teaching of critical thinking strategies (e.g. case study, writing, questioning, or discussions). This was done by providing a hands-on opportunity for the teacher participants to create their own plan to promote critical thinking in their own subject area. The final outcome of this workshop is to produce a plan to promote students' critical thinking in their own classroom. The purpose of the CPTD writing learning objectives is to introduce ways of developing learning goals and objectives in a class. In turn, this provides teachers with the ability to develop learning goals and objectives that they can use in their own classes. The final outcome of this workshop is to create a list of learning goals and learning objectives they will use for their course (Cho et al., 2013:148).

According to the researcher's point of view, the CPTD management system, through the PD programs, will develop teacher versatility in the classroom and display an ability that will contribute to high-quality work amongst teachers. Professional development is ultimately aligned to quality practice.

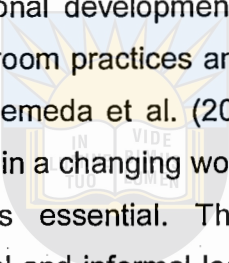
2.8. AFRICAN PERSPECTIVES ON CPD

The research conducted in Ethiopia, by Gemeda and Tynjala (2015:1), has highlighted that the continuous professional development of teachers is of growing interest globally,

as it is considered vital to cope effectively with on-going changes and to improve the quality of education. The world is in a constant state of change in every aspect: technologically, socially, politically and economically. This demands that a nation's school system is responsive and continuously updates the capacity of its staff. To this end, professional development programs for teachers are seen to play a vital role, as

they provide opportunities for teachers to learn and grow within the profession. This, in turn, is expected to have an impact on student learning (Gemeda et al., 2015:1).

It is expected that effective professional development opportunities for teachers will renew their capacity to improve classroom practices and will have a positive impact on student learning and achievement. Gemeda et al. (2015:1) assert that if schools are about promoting the learning of pupils in a changing world, then education professionals learning throughout their career is essential. Therefore teachers' professional development is the sum total of formal and informal learning experiences throughout a teachers' career, from pre-service teacher education to retirement.


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In a study conducted in Zimbabwe, Mukeredzi (2013:1) contends that teachers' conceptions of what they learn and how they professionally develop through their teaching roles is key to classroom practice and learner achievement because they influence teachers' pedagogic approaches and choice of materials, content, and learner activities. Furthermore, professional development has been broadly viewed as the growth of individual teachers in their profession. This understanding suggests "a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession" (Mukeredzi, 2013:1).

Nwangwa's (2013:169) research findings, for a study conducted in Nigerian schools, revealed that the present school managers find it difficult to meet new managerial expectations that are brought about by the transforming educational environment. The way forward is, therefore, to retrain school management teams not only on curriculum implementation but also in other areas that affect their performance as school

managers. Based on the study's findings, the government and other education stakeholders should work on retraining members of SMTs on the seven major skills needed to drive the nation's education forward.

These skills are: Policy Implementation Skills; Fund Raising Skills, Technical Skills, Human Relations Skills, Curriculum Implementation Skills, Effective Communication Skills and ICT Skills. These changes require school managers to study, implement and assess teaching-learning outcomes, while at the same time providing performance based reports to the Ministry of Education (Nwangwa, 2013:169). In Namibia, the CPD is managed by the University of Namibia's Faculty of Education, Regional Education Directorates, Teachers Unions and other NGOs. The CPD unit of the University of Namibia serves as a focal point for coordination and collaboration among the various CPD providers/players within the CPD consortium. The CPD Unit provides leadership in the establishment of a coordinated and seamless CPD system for educators in Namibia. According to Nyambe (2014), the CPD unit also facilitates the identification of priorities for CPD and ensures coordination and collaboration in planning, designing, developing and implementing CPD programs and activities.

The CPD system follows a localized, site-based and practice-based CPD at school, cluster, circuit and regional levels. It blends the supply-driven and demand-driven CPD, balancing site and localized CPD with networking, learning and sharing of best practices across schools, sites and regions in order to avoid isolation and limited learning opportunities. The localized CPD takes place within the work context and is likely to be more relevant and responsive to the identified needs of educators (Nyambe, 2014).

2.9. THE SOUTH AFRICAN NATIONAL PERSPECTIVE ON CPD

The national perspective holds the view that, to transform education in this country, South African teachers need to be appropriately equipped to meet the evolving challenges and needs of the country (Steyn, 2010:1). This implies that there have been many curriculum changes in the country since 1994 and these changes have definitely

impacted negatively on teachers' practice, hence, there is a loud wake up call for the professional development of teachers.

Research indicates that many South African classrooms lack quality teaching skills; therefore, there is a need for professional development (PD) that should be linked to subject content and pedagogy as the key to improved learner performance. Teachers have the most direct, sustained contact with students, as well as considerable control over what is taught and the climate of learning. It is reasonably assumed that improving teachers' knowledge, skills and dispositions are the most critical steps to improving student achievement (Steyn, 2010:212).

Furthermore, Tang and Choi (2009:3) further contend that one perspective is to conceptualize teacher professional development as teachers' development of knowledge and skills. Therefore, for effective teaching and learning to take place in the classroom, the various domains of knowledge that a teacher possesses – content knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts and knowledge of educational ends, purposes and values and their philosophical and historical grounds the teachers must possess appropriate skills and knowledge (Tang & Choi, 2009:3). The teaching culture in many countries including South Africa, has traditionally been one of isolation because once teachers enter the classroom, the tendency is to close the door and leave it that way.

Although peer collaboration could be a means to address this phenomenon, continuing professional teacher development (CPTD) programs have not succeeded in bringing teachers out of isolation to collaborate with their colleagues in a meaningful manner (Coe, Carl & Frick, 2010:207). They further assert that statements of competence and standards derived with the support of the profession should help to ensure that development and training are clearly related and effectively targeted at the skills and knowledge that teachers require (Coe et al., 2010:207). The researcher fully agrees that all forms of professional development that are employed should focus on the demands

of the classroom and should aim to attain the desired outcomes of the school. Primarily, they should enhance effective practice.

Correspondingly, Singh (2011:11) articulates that the professional development of teachers is an on-going process that addresses the needs of teachers in specific contexts. These contexts may be influenced by global developments, national priorities, local challenges and the personal needs of teachers. The role of the teacher is a complex one, which requires an individual who has multiple skills. Therefore, the role of staff development in the professional development of teachers has implications for in-service training, as 'professional development can no longer be viewed as an event that occurs on a particular day of the school year, rather, it must become part of the daily work life of the educator' (Singh, 2011:4).

In light of this, the researcher also views the professional development of teachers as something continuous in order to bridge the gaps created by changes in the curriculum. Therefore, teachers should ensure that they remain up to date with all the latest developments in the field of education by attending in-service training programs and refresher courses. Another school of thought is that of Kelchtermans (2004:1) who shares the same views with the previous authors, and views continuing professional development as a learning process resulting from meaningful interactions with the context (both in time and space) and eventually leading to changes in teachers' practice and in their thinking about their practice.

This, therefore, helps to improve the quality of education amongst teachers and eventually helps them to develop insights into pedagogy and to work selflessly towards effective and efficient teaching and learning practice.

2.10. THE EASTERN CAPE PROVINCIAL PERSPECTIVE ON CPD

In an effort to ensure that professional development is provided to teachers locally, the Eastern Cape Department of Education (ECDOE, 2011) stipulates that teachers must

be equipped with subject knowledge and didactic skills to teach with confidence and enthusiasm. The department promises to offer effective training, workshops and seminars. For the purpose of this study, the researcher is of the view that, in order for the CPTD management system to be implemented and managed effectively, it must create a positive culture of teaching and learning in schools and must address the environmental problems that hinder good performance at school.

Boaduo (2010:1) asserts that recent changes in the education system of South Africa have placed new external pressures on School Management Systems and teachers to improve the efficiency and effectiveness of schools, in addition to which they are expected to attain high levels of pupil performance. To achieve these processes, schools in the Eastern Cape Province need competent teachers with the relevant knowledge, skills and abilities to manage and develop learners (Boaduo, 2010:1). The findings of this study also revealed that most teachers in the field were trained before the introduction of Outcomes Based Education (OBE) in 2005, and there were identifiable problems in teacher education and training relating to in-service and continuing professional teacher development initiatives to equip practicing teachers with modern technological expertise and to offer a professional practice (Boaduo, 2010:1).

The study holds that the professionalism of teachers, and the importance of providing opportunities for them to exercise some autonomy in articulating their professional needs, must be taken into consideration. The findings also reveal that teachers should be helped in analysing their professional needs, in terms of their knowledge and skills, as a starting point for continuing professional development initiatives. Currently, in-service teacher education and the training of teachers in the Eastern Cape Province are loosely matched to the needs of various teachers and only sporadic workshops are loosely organized, without the consultation of the affected teachers (Boaduo, 2010:2).

With reference to the above, the researcher holds the same view that the prevailing conditions at school must also be conducive to teaching, because one cannot expect quality performance from an abnormal situation. One other reason that often impacts on the efficiency and relevance of the professional development offered to teachers is that

sometimes it does not always address the specific core curriculum and methodological issues immanent in the classroom.

2.11. THE PURPOSE OF THE PROFESSIONAL DEVELOPMENT IN SCHOOLS

The framework identifies nine key models of continuing professional development in relation to their capacity for supporting professional autonomy and transformative practice (Kennedy, 2005:236). From the researcher's perspective, the primary motive and objective for these CPD models is to make educators able to articulate their own conceptions of teaching and to select and justify appropriate models of practice. The main concern about these models is to make teachers better-off and effective in their practice, which will in turn yield quality teaching and learning. On this note, Nkonki, et al. (2014:158) believe that teachers who take up professional development are motivated by the pragmatic belief that it will expand their repertoire of knowledge and skills, and their effectiveness, since it will provide them with specific, concrete, and practical ideas on how to deal with substantive teaching and learning challenges encountered in the classroom.

In the same vein, Saville (2008:19) asserts, if achieved, professional development will benefit society directly in the short term by improving professional services to clients. New techniques adopted more quickly and with more clear connections to good professional practice, will benefit society by providing clients or patients with: (a) new professional services, (b) improvements to existing services, or (c) services at a lower cost. Increased quality of professional services may less directly be expected to lead to reduced negative consequences of untreated problems, or increased positive consequences of healthier, more transparent, and more accountable financial records (Saville, 2008:19).

The CPTD approach and processes aim at enhancing opportunities for teachers to become involved in the processes of learning and change. In respect of the continuing professional development of teachers, Friedman and Mason (2004) assert that continuing professional development is the systematic maintenance, improvement and

broadening of knowledge and skills which is further accompanied by the development of personal qualities necessary for the execution of professional and technical duties throughout the individual's working life.

The effective CPD of teachers can be described as learning that occurs in everyday practice within schools, is linked to the learners' and teachers' learning needs, is adapted to meet the specific conditions or contexts of participants, and continues over a period of time. These continuing professional development models are more personalized in their approach because educators are at the centre of the process and are able to decide what is needed for improving teaching and learning, and for the success of their students (Steyn, 2010:156-179). Therefore, these models help to ensure that one's competence or competences are improved and maintained, and they improve one's practice.

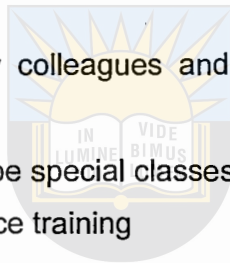
2.12. APPROACHES TO PROFESSIONAL DEVELOPMENT

Mestry, et al. (2009:475-490) purport that in-service training (INSET) should be seen as an on-going process of professional development. In-service education and training is seen as a process through which teachers continuously improve their skills, knowledge and attitudes while continuing their employment.

The researcher's understanding of in-service programs is that they should offer professional guidance to SMTs. In service training (INSET) helps both SMTs and teachers to review and assess the school's effectiveness. It further affords an opportunity to consider new relevant intervention programs and methods to address any problems and challenges relating to effective teaching and learning that may prevail at school. Based on the literature for this study, it is clear that the continuing professional development of teachers occurs at all levels of the school and takes on various forms. These forms of INSET professional development include the following:

- Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)

- Education conferences or seminars (at which teachers and/or researchers present their research results and discuss educational problems)
- Qualification program (e.g. a degree program)
- Observation visits to other schools
- Participation in a network of teachers formed specifically for the professional development of teachers
- Individual or collaborative research on a topic of professional interest
- Mentoring and/or peer observation and coaching as part of a formal school arrangement
- Professional support given by colleagues and managers, study groups, peer coaching and mentoring
- Off-site job training which can be special classes, role playing, sensitivity training, special meetings and conference training
- Cascade training (Mestry et al., 2009:475-490).



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Alam et al. (2010:1) maintain that policies and programs for professional development are designed to build school capacity; this includes teachers' knowledge, skills, dispositions, professional community with an emphasis on shared purpose, collaboration, reflective enquiry and influence on program coherence. These authors claim that school capacity is enhanced when its INSET programs for learning are coherent, focused and sustained.

Adu and Okeke (2014:1) also assert that Continuing Professional Development (CPD) obligations are common to most professions, including teaching, and further stipulate that CPD in the teaching profession should be seen as a structured approach to learning that helps to ensure the competence to practice, acquiring information, taking in knowledge and skills, as well as the application of practical experience (Adu et al., 2014:1). In relation to approaches to CPD, Ingvarson (2005) states that teachers accept greater responsibility for their own learning and development, and they develop a greater sense of collaboration to improve teaching and learning in schools and, ultimately, improve learner performance.

In the same vein, Gray (2005) further asserts that teachers should be committed to their work and should guide students in achieving a higher standard of learning and development in skills and knowledge. The teachers will continually seek new knowledge and skills so that they become effective and innovative in the classroom, and to design effective lessons (SACE, 2013) The common understanding in this regard is that once teachers become adequately developed, through the intended CPTD programs, they will be effective in the classrooms and better able to render effective teaching and meaningful learning through knowledge, and enhance skills.

This implies that the creation of an atmosphere and culture where individual teachers continuously utilize their strengths and compliment one another's knowledge and skills, in order to advance a deeper awareness of practice and to improve quality of education (Boyle, 2007), is the core essence of PD programs together with updated skills on teaching, learning and subject content knowledge.

2.13. DEVELOPING PROFESSIONALISM THROUGH CPD

The continuing professional development of teachers will further ensure that teachers are sharpened in their professional practice, through the programs that will be rendered continuously. These initiatives may further bring about many positive outcomes, which may include the following:

- Improve the capacity of professionals to develop their technical and scientific knowledge
 - Improve the personal and ethical capacities of professionals
 - Ensure that professionals fulfil their responsibilities and tasks or duties
 - Allow professionals to improve their performance in their current role
 - Allow professionals to take on new roles
 - Improve career prospects with current employers or in current practice
 - Support career progression to new employees or to different practices.
- (Saville, 2008:19)

In agreement with the above, Joubert et al., (2010:5) argue strongly that effective CPD will benefit teaching practice in the following manner:

- Participating teachers will be inspired to think more critically about their practice
- To pay more attention to how pupils learn at school
- To develop the learners' confidence in the classroom
- Teachers will use more challenging and open tasks in the classroom with less reliance on textbooks
- They will be more relaxed in their interaction with the students. (Joubert et al., 2010:5)

The researcher is also of the view that all teachers need to enhance their skills and knowledge, not necessarily qualifications, for the delivery of effective teaching and learning. Moreover, Welsh (2011) postulates that teachers must have a strong knowledge and understanding of the subject material that they teach. Teacher professional development works to strengthen teachers' perceptions on how students learn and process the information that they are being exposed to and tested on. In addition, teachers will be able to practice new strategies that they will later implement in to their classroom environments, such as cooperative learning and role playing (Welsh, 2011).

Therefore, it becomes important for teachers to be prepared not only when they begin to teach, but equally as important to advance their expertise throughout the entirety of their careers. Quality and knowledge of the teacher means everything in regard to the performance capabilities of students (Welsh, 2011).The implication of this is that learning never ends; it is continuous, and teachers should always update their knowledge and skills aligned to teacher professionalism and development.

2.14. THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT FOR THE PEDAGOGY OF TEACHING AND LEARNING

Professional development increases teachers' knowledge about content or content standards and instructional skills, classroom management or assessment. It enables teachers to critically reflect on their practice and fashion new knowledge and beliefs about content, pedagogy and learners (Alam et al., 2010:1)

In agreement, Butcher and Stoncel (2011:149-162) state that continuing professional development is important and can promote effective teaching and learning in the schools.



This can be manifest in the following manner:

- **Change in conception of teaching and learning**

This involves a conceptual change and approach that seeks to modify teachers' conceptualization of their professional practice possibilities, by improving teaching and learning practices. This assumes that an individual's conception of the teaching profession accelerates their disposition towards trying out innovative pedagogic approaches, such as developing recycling skills to enhance teaching, and improved technological devices in order to enhance teaching in the 21st century. Furthermore, this assumption is in line with the professional model of reflective practice and constructive alignment (Butcher et al., 2011:149-162).

- **Enhances dialogue amongst teachers**

There is a view that continuous dialogue among colleagues in the same profession is valuable in sustaining "effectual teaching and learning practices" (Butcher et al., 2011). Teachers who participate in the same practice value the integration of face-to-face and online they have with colleagues across disciplines, because it provides them --

opportunity to cross pollinate ideas. In some cases, they realize that their concerns and experiences are unique to their social cultural university context. Similarly, these programs, which draw participants from diverse disciplines, enhance a cross-institutional perspective of practice (Butcher et al, 2011:149-162).

- **Increased alignment towards innovative teaching strategies**

These teaching practices include the following: an emphasis on student-centred teaching; the use of varied teaching and assessment techniques as well as methods to cater for diverse learning styles; infusing assessment and monitoring in teaching; reflecting on professional and academic development practices, faculty and departmental practices; as well as the overall culture of the institution (Butcher et al., 2011:149-162).

Similarly, Tsoetsi (2013:35) affirms that teachers themselves take ownership of CPD programs by being involved in determining how best they can deliver lessons and fulfil the other roles of the teacher. In this sense, rather than wait for an expert to show them what to do, they become active learners.

In addition, the continuing professional development activities undertaken by teachers, individually or collectively, throughout their careers, are to enhance their professional knowledge, understanding, competence and leadership capacity; in particular, they serve to increase their mastery of the curriculum and their teaching areas, their skill in teaching and facilitating learning, their understanding of children and young people and their developmental needs, their commitment to the best interests of their learners and their schools, as well as the wellbeing of their communities and the ethics of the education profession (Tsoetsi, 2013:34).

On this note, the researcher holds the view that CPTD is a necessary intervention on the part of teachers because it unleashes their capabilities and enables them to confront the changing dynamics of the classroom. Furthermore, professional development

programs enhance effective and efficient practice.

2.15. THE ENABLERS OF CONTINUING PROFESSIONAL DEVELOPMENT

Driel and Berry (2014:2) contend that professional development programs aimed at the development of teachers cannot be limited to supplying teachers with input, such as examples of expert teaching of a particular subject matter. Instead, such programs should be closely aligned to teachers' professional practice and, in addition to providing teachers with specific input they should include opportunities to enact certain instructional strategies and to reflect, individually and collectively, on their experiences and knowledge.

Butcher and Stoncel (2011:149-162) hold the following with respect to the enablers of the continuous professional development of teachers:

- Sustaining and renewing their commitment to the moral purposes of teaching
- Constructing professional knowledge through integration and contextualization
- Shaping organizational conditions to support the social construction of professional knowledge
- The importance of reducing the overload of initiatives and creating time and space for genuine engagement with educational issues
- The need to have policies and practices that restore a culture of trust in schools and within the education community
- The reconstruction of teacher professionalism in which the moral agency of the teacher is fully acknowledged. (Butcher & Stoncil, 2011:149-163)

In the same vein, Caena (2011:7) contends that effective CPD and teacher learning have shifted since researchers and practitioners refocus their interests from studying change as a phenomenon to endeavouring to relate knowledge and strategies to school development in a pragmatic, systematic and sensitive way. Furthermore, Caena

(2011:7) proposes the following as factors promoting continuing professional development:

- Reforms sensitive to the situations of individual schools, where improvement efforts need to adopt a 'classroom-exceeding' perspective, without ignoring the classroom
- A systematic approach to change, which must be carefully planned and managed over years
- Focus on the internal conditions of schools 'teaching-learning activities but also school procedures
- Role allocations and resource use
- Accomplishing educational goals linked to each particular school's mission, not only student scores, but also developmental needs, professional development needs and community needs
- A multi-level perspective, considering schools as embedded in an educational system that has to work collaboratively with the roles of teachers, staff and local authorities as clearly defined and committed to school improvement
- Integrated implementation strategies, top-down and bottom-up, where top-down policy can provide aims, overall strategy and operational plans, and bottom-up school responses can provide diagnosis, priority goal setting, and implementation
- A drive towards institutionalization, where change is successful when it has become part of the natural behaviour of teachers in the school (Caena, 2011:7).

The researcher believes that CPTD programs should be strategically planned and coordinated in order to address the persistent pedagogical challenges of teachers. In this regard, there are factors in the learning environment, as stated above, that determine the effectiveness of the CPTD programs rendered at school.

2.16. THE MITIGATING CHALLENGES OF CONTINUING PROFESSIONAL DEVELOPMENT

Steyn (2010:2) asserts that, in order to transform education in South Africa, it is necessary for teachers to be appropriately equipped with skills and knowledge to meet its evolving challenges and needs. The President's Education Initiative research project reports that the "most critical challenge for teacher education in South Africa was the limited conceptual knowledge of many teachers. With respect to the mitigating factors for continuing professional development, OECD" (2009:73-78) proposes the following factors concerning teachers:

- Did not have the pre-requisites
- Lack of employer support
- Family responsibilities
- Too expensive
- No suitable professional development
- Conflict with work schedule. (OECD 2009:73-78)



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In a study conducted by Nwangwa (2013:165), the success of continuing professional development was seen as being hindered by the following factors: lack of consultation and needs identification; poorly planned and organized; intra-school issues; delivery pedagogy; delivery content; lack of practical applications; weak provider knowledge/experience; poor presentation style; poor venue and timing; external prescriptions, and so forth. In light of these mitigating factors, the researcher also contends that, while continuing professional development is a significant aspect of quality assurance on the part of the teachers' practice, the extent of its effectiveness is often hindered by the stated factors above.

According to the curriculum outlines since 1994 and the change of political leadership, in 2009, the separation of the initial single Department of Education to two separate departments has created different expectations of CPTD policies in schools as a means

of overcoming the outcry against the lack of standards as well as sound teaching and learning in the schools.

Nasma (2006) adds to the scholarly literature and contends that the changes in the roles of principals require different skills and knowledge than those needed in the past in order for them to counteract some of the challenges that arise in their schools. These challenges consist of the following: establishing a culture of teaching and learning in schools, inability to monitor teaching and learning activities, struggling to improve learners' performance where necessary, and human resources management.

Smith and Gillespie (2007) further assert that teachers do not exist in a void; they are individuals with different backgrounds and ambitions who work in varied school and system contexts. The actual impact of professional development is diluted by all of the other factors that support or hinder teachers from making changes in the classroom, in relation to their practice. Furthermore, on this issue of factors mitigating professional development, Smith et al. (2007) highlight the following:

- Content characteristics. "What" the professional development covers; this refers to the credibility and scope of the practice or concept being conveyed.
- Process variables. The "how" of professional development, the models and type of follow-up.
- Context characteristics. The what, when, where, and why of professional development; the organizational or system culture; expectations and incentives for using new practices.
- Educational factors. The characteristics of the professional development, including quality of facilitation, organization and methods.
- Innovation. The ideas, practices, and strategies taught or suggested to teachers during the professional development.
- Predisposing factors. The characteristics of the teacher, including their motivation for attending, background knowledge, and pre-existing attitudes.

- Enabling factors. The teacher's skill in applying the new strategy; factors in the context of the teacher's program, including resources, authority, and opportunity to apply what has been learned
- Reinforcing factors. The factors in the context of the teacher's program that support the teacher in applying knowledge, such as help from colleagues, the director and students. (Smith et al., 2007)

In sum, the points raised by Smith and OECD (2009) refer to some contextual factors that hinder the smooth implementation of the continuing professional development of teachers in their respective schools. These points also relate to the mitigating factors that hinder the effective implementation of CPD programs.

2.17. CONCLUSION

The discussion of the capability approach – in terms of functioning, capabilities and aspirations – has provided a valuable framework through which to view the CPTD management system. It argues that professional development is undergirded by professional learning, which aims to empower teachers so that they are able to exercise agency in confronting issues related to their professional practice. The appraisal of the international perspectives on CPTD shed light on the approaches, modalities, and arrangements of other countries.

The literature review also touched on a repertoire of CPTD approaches as choices for teachers. It further reflected on the benefits and outcomes of CPTD, which the SMT could draw on in the evaluation of CPTD programs. The chapter concluded with a reflection on the challenges of CPTD in relation to its implementation at school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

In the previous chapter, the theoretical framework for the study and a literature review was provided based on what scholars and academics perceive that the continuing professional development of teachers ought to reflect. The fundamental purpose of this chapter was to articulate and present the research methodology used by the researcher in this study. In addition, it was also in the researcher's best interest to assess and evaluate the SMTs' perceptions on the implementation of the CPTD management system in schools.

In this section, the following research elements are discussed:

- Research approach
- Research paradigm
- Research design
- Site of the study
- Population
- Sampling
- Data collection instruments
- Data analysis
- Data trustworthiness
- Ethical issues
- Conclusion

3.2. RESEARCH APPROACH

This study adopted the qualitative research approach in collecting and analysing data, because of the nature of the research questions articulated in the study. The qualitative

research approach is defined as an enquiry process of understanding where a researcher develops a complex, holistic picture, through the analysis of words; in this respect, the researcher reports detailed views of informants, and conducts the study in a natural setting (Creswell, 2007; Neuman, 2011).

The qualitative research approach presents a researcher with the opportunity to visit respondents in their natural surroundings and to draw together information on their experiences. This approach to understanding reality allows for multiple meanings of individual experiences (Denzin & Lincoln, 2005). According to Creswell (2005), the main goal of qualitative research is to discover and understand a central phenomenon, which is the concept or process explored in a qualitative research study. Denzin and Lincoln (2011) argue that a qualitative research approach is:

A set of interpretive material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to self ... qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

Correspondingly, Saldana (2011) asserted that qualitative research is an umbrella term for a variety of approaches to, and methods for, the study of natural social phenomena and context. The data may be in the form of visual materials such as artefacts, photographs, video recordings and internet sites, that document human experience about others and one's self in social action and reflexive states. The information or data collected and analysed is primarily non-quantitative in character, consisting of textual materials such as interview transcripts, field notes and documents (Saldana, 2011).

In agreement, McMillan and Schumacher (2006) indicated that the qualitative research approach emphasizes gathering data on naturally occurring phenomena. Most of these data are in the form of words rather than numbers and, in general, the researcher must search and explore with a variety of methods until a deep understanding is achieved

(McMillan & Schumacher, 2006). Furthermore, according to McMillan and Schumacher, as cited in Mdyogolo (2012), qualitative research involves relatively small-scale studies for in-depth investigations with the aim of understanding social phenomena from the participants' perspectives.

Maree (2010) asserted that the qualitative research approach is concerned with understanding the processes and social and cultural contexts which underlie various behavioural patterns, and is mostly concerned with exploring the "why" questions of research. In this regard, Maree (2010) further postulated that the qualitative research approach is an umbrella term for a wide range of approaches intended to collect rich, descriptive data in respect of a particular phenomenon, with the aim of understanding a situation from a participant's point of view. Furthermore, qualitative research is an approach that explores the richness, depth and complexity of a phenomenon, and produces findings not arrived at by means of statistical procedures or other means of quantification (Maree, 2010).

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According to White, as cited in Issah (2011), qualitative research methodologies deal with data that are primarily verbal; this approach is more concerned with understanding social phenomena from the perspective of the participants. This happens through the researcher's participation in the daily life activities of those involved in the research, or through historical empathy with participants in past social events. On this note, White in (Issah, 2011:53) proposed seven characteristics of a qualitative researcher:

- The researcher looks at people and settings holistically
- A qualitative researcher is sensitive to the effect they have on the people in the study
- A qualitative researcher tries to understand people from their own frame of reference
- A qualitative researcher sets aside his/her own beliefs, perspectives and predispositions
- The researcher regards all perspectives as valuable
- A qualitative researcher emphasizes validity in his/her research

- The researcher is the primary instrument for data collection and analysis. (Issah, 2011)

For purpose of this study, this approach is relevant and appropriate because it enables both the researcher and the participant to explore and gain better insights into the SMTs' perceptions on the implementation of the CPTD management system in schools, in relation to their capability and functioning. Thus, the researcher has located this study in a qualitative approach, by means of which the data will be interpreted as a social phenomenon.

3.3. RESEARCH PARADIGM

Tracy (2013) defines a paradigm as a preferred way of understanding reality, building knowledge and gathering information about the world. Paradigms spell out sets of assumptions, values or beliefs about fundamental aspects of reality which give rise to a particular world view, and serve as the lens or organizing principles through which researchers perceive and interpret reality, hence representing what people think about the world (Creswell, 2007; Maree, 2007).

This particular study adopted the interpretive paradigm as a preferred way of understanding the perceptions of SMTs on the implementation of the CPTD management system. An interpretive paradigm is a view of social science, a lens through which you examine the practice of research (Cohen, Manion & Morrison, 2007). Interpretivist research offers a perspective of a situation under study in order to provide insights into the way in which a particular group of people make sense of their situation or the phenomena they encounter (Maree, 2010).

For this study, this also implied how the capability of the SMTs would bear on the implementation of the CPTD management system in the schools, given the fact that they are the key role players and implementers in this program. In this regard, Little John (in Mdyogolo, 2012) asserts that the interpretive paradigm supports the belief that reality is constructed subjective perception and predictions cannot be made; further,

researchers who agree with this paradigm are interested in the social construction of meaning and that people have free will, purposes, goals, and intentions, so people should be studied as active agents. The basic premise of the interpretive paradigm are that people make decisions and act in accordance with their subjective understandings of the situations in which they find themselves (Mdyogolo, 2012).

Similarly, Leedy and Ormrod (in Jakuja, 2009) postulated that interpretivist researchers would not inform interventions but develop a deeper understanding of the situation. This means that the researcher studies the perceptions of SMTs in their natural setting in order to ascertain their capability and functionality of using CPTD as a professional tool for personal growth.

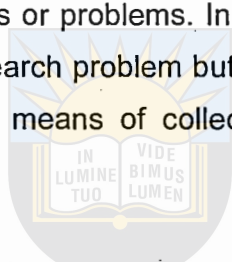
For the purpose of this study, the analysis of perceptions is put into context. Interpretivism has its greatest strength in the richness and depth of explorations and the descriptions it yields through its qualitative approach to research. It is, therefore, suitable for this study as the researcher is actively involved in the management of teachers, a practice which includes managing the continuing professional development of teachers. There are relatively few studies on teachers' perceptions of the CPD management system for teachers because of the relative newness of the program. Hence, there is a need to delve deep into such issues since meaningful information could be solicited and added to the limited information that is currently available.

However, interpretivism is criticized for its subjectivity and the failure of the approach to generalize its findings beyond the situation being studied (Maree, 2007). Although criticized, the interpretive paradigm is utilized in this particular qualitative case study so as to gain an in-depth understanding of what might enable and/or constrain the implementation of the continuing professional development system for educators.

It was also the researcher's primary objective to determine the extent to which the capability and functioning of the SMTs bear on the implementation of the CPTD in schools.

3.4. RESEARCH DESIGN

Research design refers to a plan or strategy that moves from an underlying philosophical assumption to specifying a selection of respondents, the data gathering techniques to be used and the data analysis to be done (Maree, 2010). According to Yin (2012), a research design is understood as the logic or master plan of a study, which determines the manner in which the study is to be conducted. This helps in determining how the research questions can be answered in the study. On the other hand, Kumar (2005) asserts that a research design is a plan, structure and strategy conceived to obtain answers to research questions or problems. In planning a research design, it is very important to see that viable research problem but also to consider the kind of data required, and to identify a feasible means of collecting and interpreting such data (Kumar, 2005).



Similarly, Fouche (in Mdyogolo, 2012) advocates that some authors refer to design as all those decisions a researcher makes in planning the study. In agreement, Creswell, Ebersohn, Ellof, Ferreira, Ivankova, Nieuwenhuis, Pietersen & Van Der Merve (2008) share this view and claim that a research design is a plan or strategy that moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used, and the data analysis to be done.

3.4.1. CASE STUDY

The researcher used a case study as the research design for this study. The researcher chose the case study because case studies provide unique examples of real people in real situations, thus enabling readers to understand ideas more clearly than simply presenting them in abstract theories or principles (Cohen, Manion & Morrison, 2007). A case study is qualitative research in which in-depth data are gathered relative to a single individual, program or event for the purpose of learning more about an unknown or poorly understood situation (Leedy & Omrod, 2005).

According to English, Fielding, Howard & van der Merve (2006), a case study can be defined as an attempt to bridge the gap between theory and practice by presenting real-life situations in a compact written form; they can be lengthy because they provide much more detailed information about the case in narrative form. Case studies allow one to present data collected from multiple methods, which include surveys, interviews, document reviews and observation (English et al., 2006).

Furthermore, Trochim (2006) held a similar view regarding the case study and contended that a case study is particularly useful when to understand particular people, problems or situations in great depth, and when a specific phenomenon is studied. The case study approach is particularly appropriate for individual researchers because it provides an opportunity for one aspect of a problem to be studied in some depth, within a limited time scale. The case study was viewed as a comprehensive term that allows various research methods to focus on inquiry around an issue (Issah, 2011).

Cohen et al. (2007) further explain that a case study is important for the following reasons:

- It is concerned with a rich and vivid description of events relevant to the case.
- It provides a chronological narrative of events relevant to the case.
- It blends a description of events with the analysis of them.
- It focuses on individual actors or groups of actors, and seeks to understand their perceptions of events.
- It highlights specific events that are relevant to the case.

(Cohen et al., 2007:253).

On the basis of what has been presented about case studies, the researcher believes that the case study was an appropriate research design for this study, because its findings often provide a rich and holistic description of the case and its context. For this study, it was ideal in establishing the perceptions of SMTs in implementing CPTD in

schools. Furthermore, it was in the researcher's best interest to find and establish, from the SMTs' perspective, what often causes the initiatives of the department to be less effective during the implementation stage.

The researcher further holds that the introduction of the CPTD management system has brought about a new mandate for SMTs, which these structures are not familiar with. Therefore, it is in the interest of this research to find out how SMTs are coming to terms with the CPTD management system, conceptually, and how their conceptualization bears on the implementation of the CPTD management system owing to the relative newness of the CPTD management system (2012). Furthermore, taking into consideration its delayed and impending roll-out to schools in 2014. Although the CPTD management system was rolled-out to schools approximately two years ago, it is still not effectively implemented in schools. This is evidenced by the fact that many schools have not registered in the CPTD program and do not know what is expected of them in this program.

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3.5. SITE OF THE STUDY

The study was conducted in three (3) primary schools situated in the Butterworth Education district. The three primary schools are located in the rural areas of the Eastern Cape Province. These three primary schools are categorised as 'Quintile 2' and are thus referred to as the poorest of poor schools. The Quintile categories range from 1 to 5. In this regard, Quintile 1 is the poorest category followed by Quintile 2 which is also the poorest of the poor schools. Furthermore, Quintile 3 and 4 schools are those which have better opportunities and resources. Lastly, Quintile 5 refers to former Model C schools, which are financially self-sufficient. They have sustainable resources to enhance quality teaching and learning.

In this regard, the three sampled primary schools are rural in nature, as they are situated far away from towns on the outskirts of the Centane sub-district, where there are poor socio-economic conditions and limited resources with few opportunities. All

three primary schools are geographically situated in the Centane sub-district, but in different circuits with respect to their education demarcations. The radius of these schools was approximately 30 km apart. These are all public schools with professional teaching staff employed by the DoE.

The researcher chose the General Education and Training band (GET) because these schools are feeder schools to the surrounding senior secondary schools, which often blame them for promoting unprepared learners to senior secondary schools. On a personal basis, the researcher perceives the continuing professional development of teachers as a step forward in equipping teachers with the skills and knowledge that are greatly needed in the classroom. Therefore, this might improve the teacher practice and bear significantly on the capability and functioning processes that will, in turn, enhance the learner performance.

Furthermore, these three schools belong to Quintile 2, which means they are the poorest of the poor. The EMIS data for these schools was as follows: due to the re-alignment process of schools by the Department of Education, these schools did not have very big numbers and, as such, they had an enrolment ranging from 190 to 230 learners. In this regard, the number of boys and girls varied from school to school; therefore, it was not uniform. With respect to the number of teachers, due to low enrolments, the schools had few educators.

In this regard, School A had 190 learners with 7 teachers; the teachers constituted 1 principal, 1 HoD and 5 post level 1 teachers. School B had an enrolment of 230 learners with 10 teachers, comprising of 1 principal, 2 HoDs and 7 post level 1 teachers. Lastly, School C had 210 learners with 8 teachers: 1 principal, 1 HoD and 6 post level 1 teachers. In relation to their socio-economic conditions, these three primary schools are situated in poor villages, with poor living conditions, without any good opportunities and/or resources. On this note, it has already been stated that these are Quintile 2 schools, which implies that they lack the basic resources intended to promote the professional growth of teachers.

With respect to the parents of the learners in these schools, the majority of them are unemployed. They are therefore poor and solely dependent on social grants, while living in an impoverished rural community in the Eastern Cape.

3.6. POPULATION

The population was composed of three primary schools in the Butterworth Education district. Population is defined as a generally large collection of individuals or objects that is the fundamental focus of a scientific query or study. Maree (2010) further asserts that a population is a group of individuals or items that share one or more characteristics from data that can be gathered and analysed that means that population is a group to which you would like to generalise your samples. For the purpose of this study, only nine participants were selected from the three primary schools. This implies that only three participants were used in each school, namely, one principal, one Head of Department (HOD) and one senior teacher.

For this study, the researcher chose the SMTs because they are the direct drivers and custodians of professional growth at the school level. In this regard, the School Management Teams differed in size based on the number of teachers per school. On this note, two of these schools, for example, School A and C had seven teachers and had an equal number of members in their SMT structure; they each had 3 members serving in the structure. However, School B had a different ratio, with 4 members in the structure as a result of the size of the school; this primary school had 9 teachers.

TABLE C: EMIS DATA FOR THE THREE SAMPLED SCHOOLS (2016)

SCHOOL	YEAR	TEACHERS & SMTs	LEARNERS		TOTAL
			Boys	Girls	
A	2016	6	85	105	190
B	2016	9	118	112	230
C	2016	7	110	100	210

The nature and structure of the three primary schools looked the same with the principals as the core group because of their professional leadership positions as managers of the schools, and as people who have been mandated to implement CPTD in the schools. The other main responsibility of the principals is to ensure the general functionality of the school, which involves ensuring that teaching and learning is maintained in the schools. The principals are also required to promote professional development amongst teachers. In addition, they were the first group to be orientated on the CPTD management system.

Because of the size of these three primary schools, there was only one HoD chosen in each school. The HoDs were selected because they are the instructional leaders whose main responsibility is to ensure that curriculum programs are administered effectively. The professional role of the HoDs enabled them to identify areas in which the teachers require professional development. With respect to the senior teachers, they were selected as participants in this study because of their fundamental management role of ensuring that effective teaching and learning takes place in the classroom. In reality, by virtue of their positions in the school setting, they are the actual implementers of the CPTD management system in schools.

This meant that only teachers serving on the School Management Team were participants, because of their key management roles at school. Singh (2011) contends that, in schools, the principal and management team must be thoroughly trained before implementing in-service programs; if they are not, the entire process is undermined. For the purpose of this study, the SMTs are custodians of continuous professional development at school; this implies that the SMTs will be able to undertake their responsibility effectively.

3.7. SAMPLING

Sampling is explained as the method for selecting people, events or objects for study in research. In this regard, nine participants were selected from the three primary schools. Purposive sampling was chosen for this study. According to Cohen et al. (2007), in

purposive sampling, researcher's hand-pick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought.

On the basis of what has been said about sampling, the researcher conveniently sampled the three primary schools, the three principals, three Heads of Departments and three senior teachers on the basis of proximity, relevance and convenience, because these are SMT members. In this regard, they are relevant and appropriate by virtue of their management positions in the schools in which they are employed. There were nine participants for this study. The researcher made use of this sample size because not all the primary schools could be included in this study and the nine participants were conveniently sampled from the three primary schools because of the nature of the data that was required by the researcher.

3.8. DATA COLLECTION INSTRUMENTS

3.8.1 THE RESEARCHER AS AN INSTRUMENT

Jakuja (2009) asserts that the researcher serves as the data collection instrument by interviewing the participants. The researcher conducted this exercise by administering the interview schedule to the participants and paid close attention to the participants' own words and maintained awareness to the relevant dimensions of the participant's life-worlds. The researcher served as an instrument collecting data from the participants. The process of collecting data as an instrument needs to be undertaken with care, and through always adhering to sound ethics and ethical practices.

3.8.2 SEMI-STRUCTURED INTERVIEWS

In this study, the interviews were used as an instrument for collecting data. With respect to interviews, Maree (2010) contends that an interview is a two-way conversation in

which the interviewer asks the participant questions in order to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participant.

Furthermore, Maree (2010) articulates that semi-structured interviews are used in research projects to corroborate data emerging from other data sources. Semi-structured interview schedules basically define the line of inquiry (Cohen and Crabtree 2006). As a researcher, one must be attentive to the responses of the participant so that one is able to identify new emerging lines that are directly related to the phenomenon being studied (Maree, 2010). This means that the researcher and the participant make meaning as they interact in the interview process.

Therefore, the researcher had an opportunity to extract in-depth data from participants, by posing probing questions. The in-depth data gathered from participants will sufficiently explain the realities of life pertaining to the perceptions of SMTs on their capability to implement the CPTD management system. For the purpose of this study, the semi-structured interviews enabled the researcher to interact effectively with the participants in getting the required data.

3.8.3 DOCUMENT REVIEWS: DISCUSSIONS/QUESTIONS POSED TO SMTs

According to Maree (2010), documents refer to all types of written communication that may shed light on the phenomenon that being investigated. Written data sources may include published and unpublished documents, company reports, memoranda, agendas, administrative documents, letters, reports, email messages, faxes, newspaper articles, or any document that is connected to the investigation (Maree, 2010).

For the purpose of this study, the researcher intended to review and analyse documents related to the continuing professional development of teachers and the implementation of the CPTD management system in the respective schools. This further enabled the researcher to gain better insights and understand of phenomenon and established the perceptions of the SMTs in relation to the implementation of the CPTDMS in the schools. For purpose of this study, the researcher wanted to review, align and analyse

these documents accordingly, in order to determine their relevance towards teacher development and professionalism.

Primarily, the school minute books were to be reviewed in order to establish the culture of teaching and learning, and the manner in which the professional growth of teachers is enhanced in the schools. In addition, the evaluation of teacher's, through the school minute books, would enable the researcher to determine whether there is any reference to teacher development and professionalism. Furthermore, the minute books are meant to be used by SMTs to record any findings established during staff evaluations. Primarily, staff minute books help SMTs to gather the perspectives and views of teachers for possible remedial intervention and further professional development.

In sum, the school documents were not forthcoming for evaluation and scrutiny from the three sampled primary schools; the researcher thus decided to pose questions relating to the manner in which these documents enhanced continuing teacher development and professionalism to the SMTs in the interview sessions.

3.8.4 DATA COLLECTION PROCEDURE

The researcher sought permission from the University of Fort Hare to conduct this research in the selected schools. The researcher further sought permission from the principals of the respective schools prior to the site visits. An interview schedule was used during data collection in order to determine the perceptions of the SMTs on the CPTD management system. The interview schedule related to the feelings, thoughts, intentions, behaviours and perceptions that the SMTs hold regarding the CPTD. The researcher established good relationships with the participants. The purpose of the study was thoroughly explained to all the interviewees.

The researcher personally carried out the interviews and made appointments with each of the members who participated in the study, in order to answer the research questions. The researcher met the school principals for interviews in their school offices, after school hours. One-on-one interviews were conducted with the HODs of the

schools and selected senior teachers. Each participant was ensured a sufficient degree of privacy and confidentiality, as the researcher asked the participants to arrange a suitable venue for the interviews ahead of time. The interview questions, which focused on the research questions, were designed in English but the participants were allowed to express their views in their mother tongue during the interview.

During the semi-structured interviews, the participants were each asked the same questions based on the problem statement and research questions. All the interviews were recorded by using a portable tape recorder. Tape recorded data is easily accessible because it is accurately collected and it further helps the researcher to keep a record of the interview without being distracted by detailed note-taking (Susela, 2012).

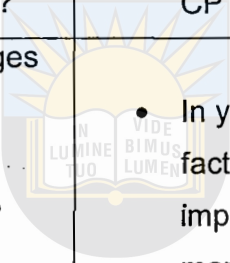
Clair, Min and Judith, as cited by Issah (2011), state that it is virtually impossible to write down everything that is said in an interview, and transcribing is a time consuming business. These authors further assert that, when conducting an interview, the researcher must be mindful of the following five basic principles: providing a quiet, comfortable room for the interview, testing all recording equipment beforehand and having spare batteries, explaining what the interview is all about and trying to ensure that the interviewee is relaxed. Knowing what to ask and avoiding bias is very important.

It was therefore in the best interests of the researcher to adhere to these procedures in order to attain the desired objectives of this study, which is premised on the perceptions of SMTs on the implementation of the CPTD management system. In this regard, the following research questions were administered to the participants.

3.8.5 RESEARCH QUESTIONS

Study guiding research questions	Interview questions
1. What are your perceptions towards the CPTD management system?	<ul style="list-style-type: none"> • What are your personal perceptions and concerns regarding the implementation of the CPTD management system?

<p>2. What are the SMTs' understandings of the CPTD management system?</p>	<ul style="list-style-type: none"> • What do you understand of the CPTD management system? • To what extent have you been capacitated in relation to the implementation of the CPTD?
<p>3. What do SMTs view as enablers for executing their roles in guiding and supporting the implementation of the CPTD management system?</p>	<ul style="list-style-type: none"> • What do you think will enable the SMT to successfully implement the CPTD management system?
<p>4. What are the mitigating challenges that SMTs encounter in implementing the CPTD management system at school?</p>	<ul style="list-style-type: none"> • In your view, what are the other factors that may hinder the smooth implementation of the CPTD management system at school?



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3.9. CONCLUSION

This chapter outlined the research methodology for the study. This methodology is premised on the study's focus on perceptions of SMTs in the implementation of the CPTD management system. The following sub-headings were discussed: research approach, research paradigm, research design, site of the study, population and sampling. The data collection instruments and procedures used in this study were also outlined herein.

The next chapter presents the data collected during the interviews, and provides an analysis of the findings based on the research questions administered to the participants, with a focus on the perceptions of SMTs on the implementation of the CPTD management system in schools.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND FINDINGS

4.1 INTRODUCTION

This chapter offers a presentation and analysis of the data in the form of themes that emerged during the data collection phase. This is followed by a discussion of the findings that were drawn from the data collected during the interview sessions. The focus of this study was to investigate the perceptions of School Management Teams (SMTs) on the implementation of the Continuing Professional Teacher Development Management System (CPTDMS) in the Butterworth Education district. As stated in the previous chapter, the researcher used the qualitative research approach and design in collecting and analysing data. Furthermore, the data that is presented and analysed in this chapter corresponds with the research questions administered to the participants.

This chapter begins by outlining the research questions, and then follows with a presentation of the biographical data of the participants.

4.2 RESEARCH QUESTIONS

This research study was set to investigate the following research questions as outlined in the interview schedule.

Main research question

- What are the School Management Teams' perceptions on the implementation of the CPTD management system?

Research sub-questions

- What are the SMTs' perceptions towards the CPTD management system?

- What are the SMTs' understandings of the CPTD management system?
- What do SMTs view as enablers for executing their roles in guiding and supporting the implementation of the CPTD management system?
- What are the mitigating challenges that SMTs encounter in implementing the CPTD management system at school?

4.3 BIOGRAPHICAL DATA

Although this is a qualitative research study, it is necessary to provide an outline of the biographical data of the participants used in the study. This is done to provide insights into the spread of the participants as far as gender, age, experience and qualifications are concerned. This is presented in the table below.

TABLE D
BIOGRAPHICAL DATA OF PARTICIPANTS

PARTICIPANTS	GENDER	AGE	EXPERIENCE	QUALIFICATIONS
PRINCIPAL 1	Male	54 yrs.	32 yrs.	Junior Secondary Teachers' Course and Further Diploma in Education
PRINCIPAL 2	Male	46 yrs.	24 yrs.	Secondary Teachers' Diploma, Advanced Certificate in Education and Honours Degree
PRINCIPAL 3	Male	50 yrs.	27 yrs.	Secondary Teachers' Diploma, Further Diploma in Education and Honours Degree
HoD A	Female	52 yrs.	30 yrs.	Secondary Teachers' Diploma and Further Diploma in Education
HoD B	Female	38	12 yrs.	Bachelor of Science and

		yrs.		Honours Degree
HoD C	Male	40 yrs.	16 yrs.	Secondary Teachers' Diploma, Advanced Certificate in Education and Honours Degree
SENIOR TEACHER X	Female	45 yrs.	22 yrs.	Secondary Teachers' Diploma and Advanced Certificate in Education
SENIOR TEACHER Y	Female	55 yrs.	32 yrs.	Primary Teachers' Certificate and Further Diploma in Education
SENIOR TEACHER Z	Female	42 yrs.	18 yrs.	Senior Primary Teachers' Diploma , Further Diploma in Education and Bachelor of Education, Honours Degree

Table D shows the biographical detail of the nine participants in the study, all of whom are members of the School Management Teams (SMTs). This table shows that three male principals were used as participants in the study. The table also reflects that two female and one male HOD were selected as study participants. Three female senior teachers also participated in the study. All of the participants were interviewed on an individual basis, using the semi-structured interview schedule. The researcher was interested in showing the ages, experiences, and academic qualifications of the participants in order to further investigate how they impact or bear on the implementation of the CPTD management system in relation to their capability and functioning at their respective management levels.

Table 1 reflects the diversity concerning the ages of the participants. There was only one participant that fell between the age bracket of 30-39 years, while four participants were between 40-49 years, and another four participants were in the 50 and above age group. With regard to their experience in the teaching profession, three of the

participants possessed skills, knowledge and experience ranging from 10 to 20 years and the other 3

participants had 21 to 29 years of experience. Three participants showed a substantial number of years in the teaching profession, as they were in the service for 30 or more years. Therefore, the implication was that some of them have been in the profession for a very long time and have gone through all the changes and reforms in the education system. It was necessary to include these individuals in the study because of their vast experience in the education system. Ideally, their age and experience in the teaching profession was relevant in defining their perceptions towards this relatively new CPTD management system.

With respect to their educational qualifications, all the participants were in possession of the appropriate professional qualifications. All the participants in this sampled group possessed the "Teachers' Diploma" as a fundamental entry requirement to the teaching profession. Furthermore, the table shows that all the participants have broadened their knowledge base and skills by acquiring diplomas like the Further Diploma in Education (FDE) and the Advanced Certificate in Education (ACE). In addition, six of the nine participants had acquired a BED (HONs) degree through their career; this implies that they had gathered a reasonable amount of knowledge pertaining to their profession, through their studies.

On the basis of the focus of this study, the researcher chose these participants and interviewed them as SMT managers in order to establish their interpretations, cognition, sense-making and understanding in relation to the implementation of the CPTD management system. According to the Department of Education, one other fundamental responsibility of SMTs is to implement the policies of the Department of Education (DoE). Furthermore, SMTs are required to provide professional guidance to teachers.

4.4. DATA PRESENTATION

The themes that emerged during data collection were used for the purpose of presenting the data. In this chapter, representative quotes or statements are used for

each theme, in order to illustrate its meaning and context. The data is presented according to the following themes:

- Perceptions towards the CPTD management system in your school
- Understanding of the CPTD management system in your school
- The enablers of the CPTD management system
- The mitigating challenges of the CPTD management system.

4.4.1 THE CODING OF PARTICIPANTS IN THE STUDY

The principals' coding : Principal 1, Principal 2 and Principal 3

The HoDs' coding : HoD A, HoD B and HoD C

The senior teachers' coding : Teacher X, Teacher Y and Teacher Z

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For the purpose of this study, the above coding of participants was done in order to adhere to the ethical considerations of the study.

4.4.2. Perceptions towards the CPTD management system in your school

Principal 1 expressed his views in the following manner:

It is commendable that there is system in place that enables school administrators to take stock of the uptake of professional development opportunities by teachers.

Principal 2 stated the following with respect to the successful implementation of the CPTD:

The success of the CPTD system requires buy-in on the part of teacher formations which should also encourage teachers to take up professional development opportunities. I also think that at district, provincial and national levels, there needs to be a database of accredited CPD

providers for teachers. The challenges are for principals of schools to make sure that teachers take up relevant professional development with credible providers. This is a quality issue since the implementation of the CPTD system will see a proliferation of CPD providers. They need to ensure relevance and responsiveness of professional development to the needs of the individual teachers and the schools' needs, means that principal will have to sanction uptake after thorough scrutiny of the contents and the potential impact of that professional development opportunity.

Principal 3 shared a similar view, and went further to define his perceptions of the CPTD management system in the following way:

It is a mechanism aiming at capacitating teachers holistically in their teaching profession. The fundamental objective is to attain the desired outcomes of the school and the department. The motive behind this system is to transform our schools and make them better learning and teaching sites. In order to attain this goal, the teachers need to be retrained and refreshed. Positively, the CPTD management system will address the needs of the teachers and strengthen their abilities in the classrooms.

However, we have appealed to the Department of Education several times to help us with administrative clerks. The volumes of paper work at school are unbearable to us as principals because we have also other functions to perform, for example teaching, which is the core business. One other factor which makes us hold negative perceptions is that we have few teachers in our schools and are overloaded with work. On the side of the employer, even those who are supposed to train the teachers in this regard sometimes do not have expertise and this impact negatively on the implementation. Therefore on this basis, the CPTD management system is going to pose challenges.

HoD A expressed her thoughts in this manner:

It is a system that is designed to empower the teachers' professional development in order to make them effective practitioners at school. The teachers' level of skills and knowledge needs to be updated from time to time due to changing curriculum demands and practices. The changes in the curriculum have created a content gap on the teachers' side; hence, my perception is that there should be a system in place to upgrade teachers' practice.

HoD B expressed a different view in this regard, as she went further to say:

Although this system is intended to empower and enforce teachers' professional development, the department does not always consider the factors affecting teachers' practice and, furthermore, the relevant stakeholders are not invited when designing these policies and yet the teachers are expected to implement these policies. To me, even this one is not going to yield the desired outcomes.

HoD C was of the view that:

In order for the CPTD management system to be successfully implemented, it should be decentralized to the district and circuit level structures. Furthermore, if it is designed to help the teachers professionally, it must not be rushed. The teachers must be orientated about it and be given reasonable training. This is not the first intervention by the department but they always miss it at the implementation stage.

Senior Teacher X agreed with the other participants and explained her perceptions in the following manner:

It is a system that makes work easy to the teachers in management, the teachers' work will be recognized and the teachers will earn points for their work. The teachers will therefore be motivated and be encouraged

to work harder. The hard work of the teachers will of course promote effective teaching and learning which will produce good results.

In contrast, some teachers viewed the CPTD management system differently, for example, **Senior Teacher Z** articulated her views and concerns as follows:

It is another burden introduced to add more paper work to the already overloaded educators. Our schools are not ready currently to implement this system because we are understaffed and consequent to that we lack essential resources in our schools. The policies of the Department of Education are theoretically good because they are piloted in former Model C schools where everything is in order with all the resources. But the situation in our rural schools is different; hence, there is always a problem with the implementation of these policies. To us, the successful implementation is hindered by the policies of the Department.

In this regard, **Senior Teacher Y** expressed her feelings in this way:

I think it could benefit the teachers if it were to be implemented effectively because it is meant to promote quality education and teachers get good value from their professional development activities. But I wonder how it is going to differ from the IQMS in relation to its implementation, because it might as well conjure up discomfort, ill-feelings and anxiety amongst the teachers. Therefore, the Department of Education must prepare the ground thoroughly. But, on the other hand, the morale of the teachers is down due to operational problems. There are unresolved issues between the DoE and the teachers; for example, other teachers are getting rural allowances and others not. Also on this note, the current Post Provisioning issue has tremendously reduced the number of teachers in the schools and the most affected are the rural schools. Then, in the midst of this tug of war, you say teachers must comply with the policies. My perception in this regard is that there may be resistance, apathy and subversion.

4.4.3. Understanding of the CPTD management system in your school

Principal 1 explained his understanding of the CPTD management system in the following manner:

It is a system that allocates points for developmental opportunities and undertaken by teachers in a bid to improve and further develop their knowledge, skills and interventions competencies as teachers. Teachers need to achieve a set number of points per cycle. The ultimate aim is to ensure that students benefit from the development of their teachers.

In echoing what this participant said, **Principal 2** held the same views by raising these points:

The implementation of this policy may pose challenges to our capability and functioning because this program is new and is coming along with its own terms of which the SMTs are not familiar with. Furthermore, there has not been enough preparation to equip the SMTs commendable skills. There has been just few orientation workshops around this program and have not benefited the teachers that much. Therefore, the SMTs still lack the basics and, as such, they are deemed to fail to implement this policy.

Principal 3 stated that:

In reality, we do not have a problem with doing our work of implementing the policies but the problem always lies with the Department of Education because the teachers or SMTs in particular are not given adequate training prior to implementation. The guidance given to the SMTs is not enough and, as a result, the majority of the SMT members use their wisdom when dealing with the departmental policies. On the other hand, the SMTs' capability to function appropriately is compromised because they are not given all the skills and knowledge to do their professional function.

The CPTD management system looks good at a distance but is bringing along a huge responsibility which teachers will not be able to undertake. To me as an individual, this system is demanding a lot of administrative work, look for instance in our schools we have a severe shortage of teachers and the same SMT members who are expected to implement this system have classes to teach and other additional responsibilities at school to do. Practically, it is not going to be effective as it is the case with IQMS. The teachers tend to understand these policies differently because they are misrepresented to them.

HoD A shared this understanding and raised the following argument:

CPTD has been designed to develop and improve teacher professionalism in an on-going process aiming at redressing the content and pedagogical challenges faced by teachers in the classrooms. This system is also aiming at developing the SMTs and the teachers professionally.

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HoD B went further to say that:

SMTs need to provide guidance to teachers and ensure that there is alignment between CPD, individual growth plans, and school development plans. This means that other policies and programs such as IQMS should serve as a reference point when recommending and approving uptake of CPD opportunities. This, therefore, calls for proper management of CPTD management system so that it is reflective of individual and schools' needs.

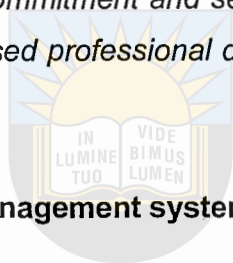
In this regard, **Senior Teacher X** expressed her feelings boldly and said that:

The Department of Education is not doing enough to make relevant preparatory processes before good and important policies like this one are implemented. The DoE spends huge sums of money on these program but they often miss out their objectives. Even after we have

attended these workshops, the teachers remain unfit to carry out their function because they are not conducted appropriately. My noble view in this regard is that a capable and competent SMT would be able to implement the CPTD efficiently.

The **Senior Teachers Y and Z** had this to say:

It is to help teachers organize and focus their professional development in order to achieve maximum benefit and recognition, and to ensure that external providers meet high standards. Furthermore, it will grow teachers' knowledge, skills, commitment and service will be encouraged and their teachers' school-based professional development activities will be recognized.



4.4.4. The enablers of the CPTD management system

Principal 2 expressed the following view:

If the CPD management system is linked to the assessed and expressed needs of teacher, is customized and contextualized to the individual and school circumstances, then it has the potential to enhance development. Other than orientation workshops organized by the district office, there has not been any capacitation in relation to the depth and breadth of continuing professional development and its management.

Principal 3 shared the same views. He expressed his emotions in the following manner:

I have not received any formal workshop around the implementation of the CPTD management system and yet by virtue of my position I am fully required to implement this policy. My view in this regard is that, the employer must fully equip the SMTs with the skills and knowledge and this should not be an event but an on-going process. Critically, these workshops that are organized by the employer seem to benefit the service providers because they charge the Department for their services.

The painful part is that the beneficiaries, which in this case are the teachers, are always left with nothing.

Principal 1 also held the same views:

The CPTD could enhance top quality outcomes with regard to professional development of teachers if it could seek to address the needs and weaknesses of the teachers. The changes in the curriculum have caused problems relating to content and pedagogy, therefore, the teachers need to be developed professionally. Furthermore, the CPTD could be implemented successfully if it could be administered coherently; visible signs of improvement could be seen.

Another participant, **HoD A**, concurred with others and expressed her views in this way:

The purposes and objectives of the CPTD need to be explained clearly to the teachers in order to allay their fears and misconceptions. Primarily, the teachers must own this program and understand that it is for their own professional development so that they become effective in class and not associate it with promotion and salary progression. Additionally, some teachers have been in the teaching profession for many years and have never had an opportunity and desire to develop themselves adequately. This is a golden opportunity for such teachers to be offered professional development. Once the teachers learn about the points earned and the awards given to good performing teachers, they may participate actively in the CPTD processes.

Furthermore, **HoD B** shared the same sentiments in this regard:

An understanding and appreciation of the nuts and bolts of teacher professional development should come about when SMTs are capacitated to manage a CPTD management system. The bottom line in this regard is that the SMTs should be trained thoroughly. This will therefore enhance the implementation.

HoD C made the following contribution:

Training of teachers should be given special attention because the success of this program depends on it. Relevant interventions should be made by the employer to ensure that the teachers are up to standard regarding the implementation. Attending a one day or two day workshop for such a complex program like this one is not enough. This program is new and its involving a lot of administrative work regarding the points otherwise there will be mismatches at school.

On this note, the teachers were also unhappy with the way in which CPTD programs are conducted. **Senior Teachers X and Y** raised the concerns in this regard:

We attended a one day orientation workshop on the implementation of CPTD management system and that is not enough to allow us to work efficiently. If the Department wants to invest on this program in order to avoid what has happened in the past, it should strengthen the training programs at a grass-root level so that the teachers become aware of the nuts and bolts of this program.

In this regard, **Senior Teacher Z** also agreed with the other participants and highlighted a few concerns. This is what she said:

The teachers need to be encouraged to increase their skills and knowledge in order for them to meet the dynamics of the classroom. In the IQMS processes, the needs and weaknesses of the teachers are identified but this one promises to address the identified needs by offering professional development around the identified areas. Teachers really need short courses, seminars and workshops specifically designed to address their classroom needs and problems. The point of focus should be making effective teachers in the classroom. In order for the CPTD management system to be successful, it must be teacher-friendly.

4.4.5. Mitigating challenges of the CPTD management system

Principal 1 expressed his feelings in this way:

Lack of understanding about how the CPTD management system should work by all parties concerned could lead to misconceptions about its purposes and goals. Also, the CPTD management system might fail to recognize all forms of professional development undertaken by teachers such as independent readings, learning from colleagues, etcetera.

On this note, **Principal 2** had the following to say:

The policies of the Department of Education relating to rationalization and re-alignment of schools may impact negatively on the implementation because they cause instability in the management of schools. They affect teacher commitment leading to low teacher morale. Additionally, the Post Provisioning program is also creating problems because schools are now understaffed and yet there is a considerable amount of paper work to be done.

In echoing what this participant said, **Principal 3** held the same views and raised the following point:

The implementation of this policy may pose challenges to our capability and functioning because this program is new and is coming along with its own terms of which the SMTs are not familiar with. Furthermore, there has not been enough preparation to equip the SMTs with commendable skills. There has been just few orientation workshops around this program and have not benefited the teachers that much. Therefore, the SMTs still lack the basics and, as such, they are deemed to fail to implement this policy.

In reality, we do not have a problem with doing our school work of implementing the policies but the problem always lies with the

Department of Education because the teachers or SMTs in particular are not given

adequate training prior to implementation. The guidance given to the SMTs is not enough and, as a result, the majority of the SMT members use their wisdom when dealing with the departmental policies. On the other hand, the SMTs' capability to function appropriately is compromised because they are not given all the skills and knowledge to do their professional function.

In this regard, HoD **A** shared the same feelings and this is what she said:

One other major factor that is going to hinder the smooth implementation of the CPTD management system is that most of the rural schools are disadvantaged and they lack resources particularly human resource. Furthermore, on this note, some schools have got only three educators in total and then you begin to wonder the possibility of effective implementation.

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HoD **B** also raised a number of serious concerns on this issue, and stated the following:

Sometimes, the teachers do not have the pre-requisites and, furthermore, they lack employer support. Also, we cannot deny the fact that we have our own family responsibilities. There is no suitable professional development given to teachers to address their needs at school. There is always a constant conflict with work schedule.

HoD **C** went further to say:

SMTs need to provide guidance to teachers and ensure that there is alignment between CPD, individual growth plans, and school development plans. This means that other policies and programs such as IQMS should serve as a reference point when recommending and approving uptake of CPD opportunities. This, therefore, calls for proper management of CPTD management system so that it is reflective of individual and schools' needs.

This is what **Senior Teacher X** said:

There is too much work in our schools and the worse part of it is that we are overloaded. We are unable to deliver our core business and, in turn, this affects the performance of our learners. The teachers are generally disgruntled, they are resigning and their vacancies are not filled in. To me, the department must first consider the number of teachers per school in terms of functionality. Lastly, the training program must be rendered regularly on the CPTD implementation.

In this regard, **Senior Teacher Y** expressed her feelings boldly and said that:

The Department of Education is not doing enough to make relevant preparatory processes before good and important policies like this one are implemented. The DoE spends huge sums of money on these programs but they often miss out their objectives. Even after we have attended these workshops, the teachers remain unfit to carry out their function because they are not conducted appropriately. My noble view in this regard is that a capable and competent SMT would be able to implement the CPTD efficiently.

In agreement, **Senior Teacher Z** also stated that:

The implementation of this program may be hindered if Labour Unions, like SADTU, NAPTOSA and others could rebel against it; then its failure is inevitable.

4.6. SMTs' COMMENTS ON THE USE OF SCHOOL DOCUMENTS IN THE CPTDMS

It was mentioned in the previous chapter that the researcher had intended to use the school documents in order to evaluate the effect they have on continuing teacher professional development and professionalism. The school documents were not forthcoming, from the three sampled primary schools, for review. Basically, the researcher intended to work with the following documents:

- Staff minute books
- Control books.

For the purposes of this study, these documents were considered relevant and significant in order to establish the professional development of teachers in the three primary schools. It was intended that this would further enable the researcher to establish the norms and values of these schools, which ultimately defined their culture of learning and teaching. Objectively, the researcher wanted to study and know the schools' patterns of continuous professional development; hence, the researcher was of the view that he must pose questions to the SMTs regarding their perceptions of the use of school documents. The researcher then administered the research questions focusing on the SMTs' perceptions on the implementation of the CPTD management system in schools, using the school documents, in order to enhance teacher professional development and professionalism.

4.6.1. Perceptions towards the CPTD management system with regard to the reviewed documents

Principal 2 expressed his feelings and perceptions regarding this matter in the following way:

We do have these school documents but we do not use them effectively to help teachers in the classroom. We know that the academic performance of the teachers must be supervised by the SMTs. With regard to the CPTD management system, I associate it with inspection and additional responsibility.

HoD A shared the same sentiments, by stating the following:

The minutes for staff class visits are kept and recorded down and feedback is given to teachers. The appropriate intervention is made to address the identified weaknesses of the teachers but that is not always relevant.

Senior Teacher X had the following views:

The school documents are available in my school but we do not utilize them effectively, we have structures like Assessment Committees that are supposed to enhance effective teaching and learning but the desired goals are not always achievable. Hopefully the CPTD system is going help teachers in the classroom.

4.6.2. Understanding of the CPTD management system

Principal 2 asserted that:

My school has all the administrative documents as required by the employer but we are unable to use them optimally to promote continuing professional development. Although we do not understand the CPTD management system but we hope that it will help us in developing the teachers using the school documents at our disposal.

HoD C argued that:

The SMTs do not really understand the CPTD management system and their role at school of enhancing teachers' continuing professional development. For example, we have the Assessment Policy and IQMS structures which dictate what must be done at school. However, the desired outcomes like good performance on the part of learners and teachers still challenge the SMTs.

Senior Teacher Z added the following:

The reality of the matter is that we lack basic understanding of what is expected of continuing professional development in relation to our school documents. We do not understand our role. We have SGB minutes and School Policy determining general conduct of teachers and learners, and teaching times.

4.6.3. The enablers of the CPTD management system

On this topic, **Principal 3** stated that:

The SMTs need developmental workshops where everyone is given his/her job description. The workshops will help to instil skills and knowledge. This will further enable the SMTs to execute their functions and make best use of their school documents in promoting professional development.

Senior Teacher Y was of the view that:

The SMTs must be given enough authority and also trained to undertake their function of interacting with school documents. They must be empowered and offered professional development.

4.6.4. The mitigating challenges of CPTD management

HoD B said the following in respect of these challenges:

We are unable to integrate the school documents like staff minute books and control books intended to enhance continuous professional development into our teaching plans so to make the best use of them.

This is what **Senior Teacher Y** had to say on this subject:

The SMTs need a continuous training program on the administrative issues including the school resources like minute books and control books.

4.7. DATA ANALYSIS OF THE STUDY THEMES

The collected data was then analysed according to the following themes:

4.7.1. Perceptions towards the CPTD management system in your school

Almost all the participants in the study expressed the same views in articulating their perceptions towards the CPTD management system in their respective schools. The participants' responses indicated that their perceptions are sometimes influenced by prior knowledge, expertise, values, beliefs and experiences. In relation to the implementation of the CPTD management system, the participants were very emotional and expressed their concerns, views and perceptions strongly. For example, the principals expressed their perceptions in this way:

It is commendable that there is system in place that enables school administrators to take stock of the uptake of professional development opportunities by teachers in order to develop the capability of the SMTs in carrying out their duties at school.

Principals were deeply concerned with the way in which the Department of Education handled the CPTD management system. They expressed their concerns as follows:

We have appealed to the Department of Education several times to help us with administrative clerks. The volumes of paper work at school are unbearable to us as principals because we have also other functions to perform, for example, teaching, which is the core business. One other factor which makes us hold negative perceptions is that we have few teachers in our schools and are overloaded with work. On the side of the employer, even those who are supposed to train the teachers in this regard sometimes do not have expertise and this impact negatively on the implementation. Therefore, on this basis, the CPTD management system is going to pose challenges.

The HoDs in the study also expressed feelings of uncertainty in relation to the functioning of the CPTD management system; hence, they went further to say:

Although this system is intended to empower and enforce teachers' professional development, the department does not always consider the

factors affecting teachers' practice and, furthermore, the relevant stakeholders are not invited when designing these policies and yet the teachers are expected to implement these policies. To me, even this one is not going to yield the desired outcomes.

The perceptions of the HoDs sometimes differed and others viewed the CPTD management system positively, as explained in the following extract:

It is a system that is designed to empower the teachers' professional development in order to make them effective practitioners at school. The teachers' level of skills and knowledge needs to be updated from time to time due to changing curriculum demands and practices. The changes in the curriculum have created a content gap on the teachers' side; hence, my perception is that there should be a system in place to upgrade teachers' practice.

Further, the senior teachers viewed the CPTD management system in the same way as other participants. For example, they articulated their views and concerns as follows:

It is another burden introduced to add more paper work to the already overloaded educators. Our schools are not ready currently to implement this system because we are understaffed and consequent to that we lack essential resources in our schools. The policies of the Department of Education are theoretically good because they are piloted in former Model C schools where everything is in order with all the resources. But the situation in our rural schools is different; hence, there is always a problem with the implementation of these policies. To us, the successful implementation is hindered by the policies of the Department.

From the responses of the participants, Clark (2006) argues that the capability approach is useful in:

- development thinking and lays foundations for the human development paradigm
- evaluation of policies according to their impact on people's capabilities

- development of a framework of thought for the evaluation of individual advantage and social arrangements.

From the participants' responses in this regard, it was clear that the participants harboured uncertainties regarding the successful implementation of the CPTD management system in schools. The researcher gathered that the way they perceived the CPTD management system was shaped by their past experiences with the Department of Education. Owing to this, they held different perceptions and felt anxious. Approximately 30% of the participants perceived of the program positively, while the other 70% of the participants held negative perceptions of the CPTD management system.

In conclusion, the researcher realized that the participants shared almost all the same sentiments pertaining to the implementation of the CPTD management system. They also expressed some fears and deep seated concerns in relation to its implementation. As much as the principals are expected to take a leading role in the implementation, they know little about it. On the basis of the participants' responses, the researcher has concluded that capability and functioning bear significantly on the implementation of the CPTDMS.

4.7.2 Understanding of the CPTD management system in your school

The majority of the participants reflected a similar understanding of the expectations of the CPTD management system. They drew this common understanding from the directives of the policy document that was given to them during the training sessions.

However, almost all the participants were fed up with the Department of Education and had lost hope; therefore, they articulated their concerns in desperation. They blamed the Department of Education for not providing adequate preparatory training sessions.

In this regard, the principals made the following assertions:

The implementation of this policy may pose challenges to our capability and functioning because this program is new and is coming along with its own terms of which the SMTs are not familiar with. Furthermore, there has not been enough preparation to equip the SMTs commendable skills. There has been just few orientation workshops around this program and have not benefited the teachers that much. Therefore, the SMTs still lack the basics and, as such, they are deemed to fail to implement this policy.

When the HODs were interviewed, they shared the following views:

SMTs need to provide guidance to teachers and ensure that there is alignment between CPD, individual growth plans, and school development plans. This means that other policies and program such as IQMS should serve as a reference point when recommending and approving uptake of CPD opportunities. This, therefore, calls for proper management of CPTD management system so that it is reflective of individual and schools' needs.

On the other hand, the senior teachers had this to say:

The Department of Education is not doing enough to make relevant preparatory processes before good and important policies like this one are implemented. The DoE spends huge sums of money on these program but they often miss out their objectives. Even after we have attended these workshops, the teachers remain unfit to carry out their function because they are not conducted appropriately. My noble view in this regard is that a capable and competent SMT would be able to implement the CPTD efficiently.

On the matter of their understanding about the CPTD management system, the researcher noted that approximately 40% of the participants reflected a positive understanding of the system but a significant percentage of approximately 60% of the participants did not understand it and viewed it as a burden on teachers.

In the final analysis, the researcher drew the conclusion that the SMTs have not been adequately capacitated to implement the CPTD management system. In essence, the poor training of the SMTs may bear negatively on the capability and functioning of the SMTs. Furthermore, the teachers were also unhappy with the way in which the CPTD programs are conducted. The researcher established that the participants regarded the issue of not properly capacitating the SMTs as directly responsible for the failure of Departmental programs. The understanding is that the SMTs at schools represent the Department of Education and, therefore, they require intensive training on how to implement the policies.

4.7.3. The enablers of the CPTD management system

Ideally, the researcher wanted to establish which factors may enhance the implementation of the CPTD management system in schools. The participants expressed their views on this issue in different ways. For example, the principals expressed their views in the following manner:

If the CPD management system is linked to the assessed and expressed needs of teacher, is customized and contextualized to the individual and school circumstances, then it has the potential to enhance development. Other than orientation workshops organized by the district office, there has not been any capacitation in relation to the depth and breadth of continuing professional development and its management.

In this regard, the interviewed HODs had the following to say concerning the enablers of professional development:

An understanding and appreciation of the nuts and bolts of teacher professional development should come about when SMTs are capacitated to manage a CPTD management system. The bottom line in this regard is that the SMTs should be trained thoroughly. This will, therefore, enhance the implementation of this program. Training of teachers should be given special attention because the success of this program depends on it. Relevant interventions should be made by the employer to ensure that the teachers are up to standard regarding the implementation. Attending a one-day or two-day workshop for such a complex program like this one is not enough. This program is new and it's involving a lot of administrative work regarding the points, otherwise there will be mismatches at school.

The senior teachers' views and ideas did not differ greatly from those of the other participants, as they stated that:

The teachers need to be encouraged to increase their skills and knowledge in order for them to meet the dynamics of the classroom. In the IQMS processes, the needs and weaknesses of the teachers are identified but this one promises to address the identified needs by offering professional development around the identified areas. Teachers really need short courses, seminars and workshops specifically designed to address their classroom needs and problems. The point of focus should be making effective teachers in the classroom. In order for the CPTD management system to be successful, it must be teacher-friendly.

From the researcher's findings, all the participants (100%) held the understanding that SMTs need to be professionally developed and trained on the implementation of the CPTD management system by officials from the Department of Education. In addition, the teachers must own this program and understand that it is for their own professional development, in order that they are able to become effective teachers in the classroom. In conclusion, the participants' responses give the impression that adequate training is

necessary for the effective continuing professional development of teachers. In this regard, the capability and functioning of the SMTs needs to be taken into consideration when implementing the policies of the DoE, because the SMTs represent the DoE at the school level.

4.7.4 The mitigating challenges of the CPTD management system

The smooth implementation of the CPTD management system may face mitigating challenges and become less effective. The participants were very emotional when answering this question, and they blamed the Department of Education for not inviting them when planning these policies. When the participants were also engaged on this matter, they seemed to be pessimistic and based their argument on a number of factors.

For example, the principals expressed their feelings in this way:

Lack of understanding about how the CPTD management system should work by all parties concerned could lead to misconceptions about its purposes and goals. Also, the CPTD management system might fail to recognize all forms of professional development undertaken by teachers such as independent readings, learning from colleagues, etcetera.

The implementation of this policy may pose challenges to our capability and functioning because this program is new and is coming along with its own terms of which the SMTs are not familiar with. Furthermore, there has not been enough preparation to equip the SMTs with commendable skills. There has been just few orientation workshops around this program and have not benefited the teachers that much. Therefore, the SMTs still lack the basics and, as such, they are deemed to fail to implement this policy.

The HODs made the following assertions in this regard:

One other major factor that is going to hinder the smooth implementation of the CPTD management system is that most of the rural schools are disadvantaged and they lack resources, particularly human resource. Furthermore on this note, some schools have got only three educators in total and then you begin to wonder the possibility of effective implementation.

SMTs need to provide guidance to teachers and ensure that there is alignment between CPD, individual growth plans, and school development plans. This means that other policies and programs such as IQMS should serve as a reference point when recommending and approving uptake of CPD opportunities. This, therefore, calls for proper management of CPTD management system so that it is reflective of individual and schools' needs.

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The senior teachers made the following statements in relation to the mitigating factors:

There is too much work in our schools and the worse part of it is that we are overloaded. We are unable to deliver our core business and, in turn, this affects the performance of our learners. The teachers are generally disgruntled, they are resigning and their vacancies are not filled in. To me, the department must first consider the number of teachers per school in terms of functionality. Lastly, the training program must be rendered regularly on the CPTD implementation.

From these responses, it is clear that all of them viewed the CPTD management system in the same way. In this regard, the researcher was of the view that the CPTD management system may encounter some problems regarding implementation at the school level. The participants shared their concerns and provided reasons for their ill-feelings towards it.

However, it was in the researcher's interest to establish how capability and functioning bear on the implementation of policies. When the participants were engaged on this issue, they expressed their views in many ways. In the final analysis, all the participants (100%) were of the view that, unless relevant preparatory sessions are undertaken, the entire CPTD implementation process may be ineffective in schools, because the SMTs have not been adequately developed so as to implement the program.

4.7.5 DOCUMENT REVIEWS AND ANALYSIS

The participants were asked about the manner in which they used and applied the institutional documents and their impact on the professional development of teachers. From the participants' responses, it became evident that approximately 80% of the interviewees perceived of the CPTD management system positively, while 20% were uncertain about its impact on the professional development of teachers. In this regard, the principals expressed their understanding in the following manner:

We do have these school documents but we do not use them effectively to help teachers in the classroom. We know that the academic performance of the teachers must be supervised by the SMTs. With regard to the CPTD management system, I associate it with inspection and additional responsibility.

When the HoDs were asked questions regarding the school documents, they answered in the following way:

We are unable to integrate the school documents like staff minute books and control books intended to enhance continuous professional development into our teaching plans so to make the best use of them.

In this regard, the senior teachers also concurred with the other participants, and they went further to say:

The SMTs must be given enough authority and also trained to undertake their function of interacting with school documents. They must be empowered and offered professional development.

The researcher established that the SMTs had the school documents but they did not know how to use them effectively in order to help the teachers professionally. When the participants were asked about their capability and functioning in relation to the way they make use of the institutional documents to enhance good teaching and learning culture. They expressed their views in a similar trend by revealing that they were not capable enough to utilize the school documents in enhancing the continuing professional development of teachers. Based on the participants' responses, approximately 100% of them agreed that they did not understand the CPTD and the role that they play in the process. Furthermore, the school documents were not really helping the SMTs towards professional development at the school level.

In this regard, the participants were asked what they viewed as the enablers or promoters of continuing professional development. The participants argued that they need to be trained and equipped with skills and knowledge in order to be able to use the school documents effectively. The researcher had a view that the SMTs did not know how to use the school documents effectively in order to enhance continuing professional development of teachers. The researcher arrived at this conclusion because of the nature of the responses given by the participants. In terms of the mitigating challenges, the participants expressed their views in different ways.

From the participants' responses, it emerged that there is a need for clarity regarding how to use optimised the use of the school documents, in order to enhance continuous professional development amongst teachers. The capacitation of the SMTs can be arranged for, in regard to the utilization of the school document, workshops, seminars, cluster seminars and District interventions. In this regard, Walker and McLean (2013) offer a typology of professional capabilities that could be developed to enable and enhance the functioning and achievement of professional goals which includes

assurance, confidence, knowledge and skills. In this regard, the following aspects relating to a typology of professional capabilities include the following:

- Expressing and asserting one's own professional priorities;
- Confidence in the worthwhileness of one's professional work, and to act for change.
- A firm, critical grounding in disciplinary, academic knowledge;
- Integrating theory and practice;
- Problem-solving.

In conclusion, this means that assurance, confidence, knowledge and skills, as tabulated above, may enhance the capability and functioning of SMTs. Basically, SMTs need to be developed professionally in order for them to carry out their functions of providing professional development to teachers and implementing DoE policies.

4.8 DISCUSSION OF FINDINGS

The researcher was of the view that follow up discussions should be provided to clarify the findings that emerged during the interviews. Therefore, the findings were presented according to themes, as alluded to in Chapters One, Two and Three of this study.

4.8.1. Perceptions towards the CPTD management system

What emerged from the study was that the participants held different perceptions towards the CPTD management system. On the basis of the literature reviewed in the study, it emerged that, according to Blignaut (2008:101-125), perceptions fall under the rubric that includes interpretations, cognition, sense-making and understanding. The author posits that prior understanding and belief, coupled with context, determine actions and inaction in practice.

On this note, some participants perceived the CPTD management system as a mechanism that aims to capacitate teachers holistically, in respect of their teaching practice. The CPTD management system, as explained in the policy document, not only

focuses on developing teachers in the classroom, but also beyond. For example, teachers will earn points for taking part in the extra-mural activities. The fundamental objective of this is to attain the desired outcomes of the school and the department. The aim of this system is to transform schools and make them better learning and teaching sites; in order to attain this goal, teachers need to be retrained and their knowledge base must be refreshed.

It also emerged that the participants held negative deep seated views, concerns and personal perceptions related to the implementation of the CPTD management system in schools. The researcher also established that the participants were uncertain and pessimistic about the successful implementation of the system, because they did not have adequate knowledge and understanding of the CPTD management system. Furthermore, the literature reviewed in this study referred to the impact of perceptions on the implementation of policies. In this regard, the study conducted by Nkonki (2009) focused on the bearing that teachers' perceptions have on their dispositions towards IQMS. Misperceptions were found to be associated with policy goals that were misinterpreted, missed or misconstrued by teachers. These cases show that there is a need to frame, focus and redirect the effects of perceptions in the implementation of programs and policies.

In this regard, the relevant preparatory work and policy advocacy should be done prior to the actual implementation of the policy. The relevance of this task is to give policy obligations and objectives to the concerned group, the teachers. Furthermore, Allen and Penuel (2015:136-149) argue that perceptions involve the negotiation of meaning from a variety of messages that are often in conflict with one another. These messages often result in policies, programs and activities being viewed ambiguously, uncertainly and incoherently. All the while, at worst, perceptions may result in foreclosure, subversion, and the rejection of policies, programs and activities.

Some participants were pessimistic and felt that the CPTD management system was not going to change the status quo in the teachers' practice. In relation to policy documents, the researcher gathered that the schools had the documents but did not

really comprehend their impact on the continuing professional development of teachers. Therefore, approximately 50% of the participants perceived it as another burden introduced to add more paperwork to the already heavy workload of the educators. The schools are currently not ready to implement this system because they are understaffed and, consequent to that, they lack essential resources and facilities.

For the purpose of this study, it is for the reasons of the bearing that perceptions have on the uptake, adoption and implementation of policies and programs that this particular research sought to look for.

4.8.2 Understanding of the CPTD management system by SMTs

The study identified that the majority of the participants shared the same understanding of the CPTD management system, which was confirmed by their responses. The majority of the participants had interacted with the CPTD policy document. In this regard, Evans (2014:180) argues that school leaders need to understand the process by which teachers grow professionally and the conditions that support and promote their growth. Furthermore, it emerged from the study that some participants understood it is a system that allocates points for developmental opportunities and that it is undertaken by teachers in a bid to improve and further develop their knowledge, skills and interventions, as well as their general competencies as teachers. Teachers need to achieve a set number of points per cycle. The ultimate aim is to ensure that students benefit from the development of the teachers' capabilities and functioning.

In the literature reviewed for this study, Van Wyk and Marumoloa (2012:1-2) further contend that, in terms of the amended provision of Section 16 of SASA, an SMT must be formed to assume responsibility for the day-to-day professional management of the school and for the implementation of its policies. It is also important to note that schools are required by law to have written policies on a number of areas where it is desirable for such policies to be in place, in order to guide the work of the school. SMTs must play a leading role in policy formulation and implementation.

The study also identified that some participants held a negative understanding of the CPTD management system and they embraced the idea that it looks good at a distance but brings with it significant responsibility, which teachers will not be able to undertake.

In this regard, the participants held these perceptions:

We have appealed to the Department of Education several times to help us with administrative clerks. The volumes of paper work at school are unbearable to us as principals because we have also other functions to perform, for example, teaching, which is the core business. One other factor which makes us hold negative perceptions is that we have few teachers in our schools and are overloaded with work. On the side of the employer, even those who are supposed to train the teachers in this regard sometimes do not have expertise and this impact negatively on the implementation. Therefore, on this basis, the CPTD management system is going to pose challenges.

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There were allegations that this system demands a lot of administrative work. For instance, there are severe shortages of teachers in the schools, and the same SMT members who are expected to implement this system have classes to teach as well as other additional responsibilities at school. With respect to the policy documents, the researcher identified that the reality was that the SMTs lacked a basic understanding of what is expected of continuing professional development in relation to their school documents.

They did not understand the role they are expected to play as SMTs. They have SGB minutes and School policy documents determining the general conduct of teachers and learners, and teaching times, but they are unable to utilize these effectively and integrate them into their teaching and learning practice. Therefore, it can be stated that 80% of the participants in the study regarded the CPTD management system positively. For example, some participants held the following views:

It is a mechanism aiming at capacitating teachers holistically in their teaching profession. The fundamental objective is to attain the desired outcomes of the school and the department. The motive behind this system is to transform our schools and make them better learning and teaching sites. In order to attain this goal, the teachers need to be retrained and refreshed. Positively, the CPTD management system will address the needs of the teachers and strengthen their abilities in the classrooms.

It is a system that is designed to empower the teachers' professional development in order to make them effective practitioners at school. The teachers' level of skills and knowledge needs to be updated from time to time due to changing curriculum demands and practices. The changes in the curriculum have created a content gap on the teachers' side; hence, my perception is that there should be a system in place to upgrade teachers' practice.

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In contrast, 20% of the participants revealed their uncertainty regarding the successful implementation of this program. These participants maintained the following views with respect to the implementation of the CPTD:

The Department of Education is not doing enough to make relevant preparatory processes before good and important policies like this one are implemented. The DoE spends huge sums of money on these program but they often miss out their objectives. Even after we have attended these workshops, the teachers remain unfit to carry out their function because they are not conducted appropriately. My noble view in this regard is that a capable and competent SMT would be able to implement the CPTD efficiently.

4.8.3 The enablers of the CPTD management system in the schools

During the interview sessions, it emerged that there are factors that promote the professional development of teachers. The study further established that the CPTD management system can be very effective if it is linked to the assessed and expressed needs of teachers, and if it is customized and contextualized to the individual and school circumstances. Only then will it have the potential to enhance teachers' professional development.

In agreement with this, Butcher and Stoncil (2011:149-162) hold the following with respect to factors promoting the continuous professional development of teachers:

- Sustaining and renewing their commitment to the moral purposes of teaching;
- Constructing professional knowledge through integration and contextualization.

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Based on the participants' responses, the researcher also realised that an understanding and appreciation of every aspect of teacher professional development should come about when SMTs are capacitated to manage a CPTD management system. The bottom line, in this regard, is that the SMTs should be thoroughly trained.

Furthermore, the SMTs must be invited to workshops, seminars, cluster meetings and training sessions conducted by the DoE, for the purpose of inculcating the skills and knowledge relevant to the implementation of the CPTD management system. The training of the SMTs is necessary prior to implementation, in order to familiarise them to the CPTD management system. In addition, SMTs are the policy implementers at the school level.

This will, therefore, enhance and promote the professional development of teachers. However, Driel and Berry (2014:2) contend that professional development programs aimed at the development of teachers cannot be limited to supplying teachers with input, such as examples of expert teaching of subject matter. Instead, such programs

should be closely aligned to teachers' professional practice and to providing teachers with specific input. They should include opportunities to enact certain instructional strategies and to reflect, individually and collectively, on their experiences and knowledge. For the purpose of this study, this meant that SMTs should not only be developed on matters related to teaching and learning, but also on matters related to policy implementation.

Furthermore, the literature cited in the study also proposes some factors that enable the implementation of CPTD programs. In this regard, Caena (2011:7) proposes the following as factors that promote continuing professional development:

- Reforms as sensitive to the situations of individual schools, where improvement efforts need to adopt a 'classroom-exceeding' perspective, without ignoring the classroom;
- A systematic approach to change, which must be carefully planned and managed over years.

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It also emerged, from the study, that the CPTD program may empower teachers in their teaching practice and improve competencies, as well as enhance performance on the part of teachers. The CPTD program promises to offer continuing professional development programs to teachers in order to make them effective practitioners. Correspondingly, the literature reflects that there are some initiatives that may bring about many positive outcomes, which include the following:

- To improve the capacity of professionals to develop their technical and scientific knowledge
- To improve the personal and ethical capacities of professionals
- To ensure that professionals fulfil their responsibilities and tasks or duties
- To allow professionals to improve their performance in their current role
- To allow professionals to take on new roles (Saville, 2008:19)

In this regard, the researcher was of the view that the CPTD management system can be implemented effectively if the abovementioned enabling factors are taken into consideration.

4.8.4 The mitigating challenges of the CPTD management system

The study revealed that the smooth implementation of the CPTD management system might face mitigating challenges and, as such, become less effective. On the basis of the mitigating challenges, Steyn (2010:2) asserts that, in order to transform education in South Africa, it is necessary for teachers to be appropriately equipped to meet the evolving challenges and needs. Correspondingly, Molefe (2013) maintains that SMTs are responsible for enhancing quality teaching and learning in schools but, for them to improve the quality of teaching and learning effectively and efficiently, they should be able to manage their roles and functioning successfully.

The study further established that the lack of understanding of how the CPTD management system should work, by all parties concerned, could lead to misconceptions regarding its purposes and goals. Further, the CPTD management system might fail to recognize all forms of professional development undertaken by teachers, such as independent reading, learning from colleagues, etcetera. Furthermore, the literature review also confirmed that the changes in the roles of principals require different skills and knowledge than those needed in the past, in order for them to counteract some of the challenges that arise in their schools. Another aspect that was identified as a mitigating factor was that there is too much work for teachers in schools and teachers are overloaded.

In addition, it emerged that the SMTs had not been adequately capacitated in relation to implementation of the CPTD management system. The participants claimed that the program was unfamiliar to them and, yet, they were required to implement it. The participants' responses also revealed that, other than orientation workshops organized

by the District office, there has not been any extensive capacitation in relation to the depth and breadth of continuing professional development and its management.

From the researcher's perspective, the SMTs do not fail in their function because they are not capable, but because they are not provided with relevant and appropriate training and induction programs. Furthermore, the researcher also found that unpreparedness on the part of the SMTs contributed to poor policy implementation. Therefore, the researcher is of the view that capability and functioning often impact directly on the implementation of policies because the SMTs need to be afforded appropriate preparation prior to implementation, in order to enhance their abilities. Furthermore, the roles and functioning of SMTs need to be clearly defined in order to enhance efficiency and effectiveness in their practice.

With respect to policy documents, the study revealed that the SMTs were unable to integrate the school documents into their teaching plans so as to make the best use of them. The inability of the SMTs to interact with and make sense of the school documents can hinder the envisaged continuing professional development of teachers. In this regard, the researcher holds the view that the SMTs need a continuous training program that is focussed on administrative and management issues, including school resources that enhance teachers' practice, like minute books and control books that promote effective teaching and learning.

4.8.5 SUMMARY

This chapter presented and analysed the data according to specific themes. The study was premised on the SMTs' perceptions on the implementation of the CPTD management system. The participants in the study were granted opportunities to express their concerns, experiences and perceptions in relation to the implementation of the CPTD management system in schools. At times, the participants shared a common understanding but, in some instances, their views differed significantly.

In addition, the researcher conducted a follow-up discussion with the participants, focussing on the themes, in order to gain a better understanding of the SMTs' perceptions on the implementation of the CPTD management system in schools.



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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS FOR FURTHER STUDY

5.1. INTRODUCTION

This chapter was set to provide a summary, conclusions and recommendations for further study.

5.2. SUMMARY OF THE THEMES

Based on what was discussed in the literature review of this study, the following discussion provides a synopsis of the themes that emerged, together with their implications, in relation to SMTs' perceptions on the implementation of the CPTD management system.

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5.2.1. Perceptions towards the CPTD management system

In Chapter Two of this study, it was explained that, according to Blignaut (2008:101-125), perceptions come under the rubric of interpretations, cognition, sense-making, and understanding. He further posits that prior understanding and belief, coupled with context, determine actions and inactions in practice, thus explaining the disjuncture between policy and practice. In a similar vein, Spillane, Reiser and Reimer (2002:387-431) argue that agents' perceptions of policies and programs are constituted and influenced by prior knowledge, expertise, values, beliefs and experiences. They further argue that people draw analogies between new ideas and their existing understandings.

Allen and Penuel (2015:136-149) hold the view that sense-making explains the "confronting activity" on the part of the implementers or actors of a policy or program, and that it affects the extent to which the new policy or program is integrated into one's activities. The influence of expectations on perceptions is, according to Spillane, Reiser and Reimer (2002) 387-431), a function of existing knowledge structures, and how

these help in focusing understanding, which may lead to the unacceptability of information that is incongruent with the expectations of the agents. Furthermore, it was revealed that perceptions are formed as people with different views interpret reality and strive towards an understanding their own world, and make sense thereof. In agreement, Allen and Penuel (2015:136-149) argue that perceptions involve the negotiation of meaning from a variety of messages that are often in conflict with one another.

For the purpose of this study, the researcher wanted to establish the bearing of these perceptions on the implementation of the CPTD management system in schools, as explained above.

5.2.2. Understanding the CPTD management system

Evans (2014:180) argues that school leaders need to understand the process by which teachers grow professionally, and the conditions that support and promote their growth. Similarly, Tsotetsi (2013:35) affirms that teachers themselves take ownership of the CPD programs by being involved in determining how best they can deliver lessons and fulfil their other roles as teachers, rather than wait for an expert to show them what to do. Furthermore, the role of SMTs, as aligned to teacher development, requires bridging pedagogical gaps and developing teacher competency through democratic, open and engaging ways to support teachers in their endeavour to become fully competent educators.

In this regard, for the implementation of the CPTD management system to be successful, as the core group for continuous professional development at school, the SMTs must fully understand their role and lead these programs.

5.2.3. The enablers of the CPTD management system

In light of the enabling factors for continuous professional development, Driel and Berry (2014:2) contend that professional development programs aimed at the development of

teachers cannot be limited to supplying teachers with input, such as examples of expert teaching of subject matter. Instead, such programs should be closely aligned to teachers' professional practice and, in addition to providing teachers with specific input; they should include opportunities to enact certain instructional strategies and to reflect, individually and collectively, on their experiences and knowledge. Further, Butcher and Stoncel (2011:149-162) hold the following views regarding the enablers of the continuous professional development of teachers: sustaining and renewing their commitment to the moral purposes of teaching; constructing professional knowledge through integration and contextualization, and shaping organizational conditions to support the social construction of professional knowledge.

Primarily, the researcher's intention was to shed light on enabling factors that may promote the implementation of the CPTD management system in schools.

5.2.4. The mitigating challenges of the CPTD management system

Pertaining to mitigating challenges, Steyn (2010:2) asserts that, in order to transform education in South Africa, it is necessary for teachers to be appropriately equipped to meet its evolving challenges and needs. Correspondingly, in a study carried out by Nwangwa (2013:169), the success of continuing professional development was seen as being hindered by the following factors: lack of consultation and needs identification; poorly planned and organized; within school issues; delivery pedagogy; delivery content; lack of practical application; weak provider knowledge/experience; poor presentation style; poor venue and timing; external prescriptions, etc.

In terms of the mitigating factors to continuing professional development, the OECD (2009:73-78) proposes the following factors concerning the teachers:

- Did not have the pre-requisites
- Lack of employer support
- Family responsibilities
- Too expensive

- No suitable professional development
- Conflict with work schedule. (OECD, 2009:73-78)

According to the researcher's point of view, these factors were considered to be responsible for hindering the smooth implementation of the continuous professional development of teachers.

5.2.5. SUMMARY OF THE STUDY

Chapter One of the study dealt specifically with the SMTs' perceptions on the implementation of the CPTD management system in the Butterworth Education district. The background to the study highlighted the fact that the CPTD management system is not the first initiative to be introduced by the Department of Education. The background further discussed the problems related to other initiatives like the Developmental Appraisal System (DAS) and the Integrated Quality Management Systems (IQMS), and how the effectiveness of these policies was affected by poor implementation. This chapter also provided a brief conceptualization of professional development and outline the conceptual framework of the study. This chapter also provided a discussion of the significance of the study.

The researcher in Chapter Two presented the literature review for the study, with the aim of gaining a better understanding of the concept under study. This chapter also provided a theoretical framework to guide and frame the study. It has been stated that this study is framed by the "Capability Approach" proposed by AmartyaSen (2003). Furthermore, professional development was conceptualized through focus on the International, African, National and Local perspectives. This chapter also outlined factors related to the continuing professional development of teachers.

Chapter Three discussed the methodological approach to and design of the study. The researcher chose the qualitative research approach because it enabled him to administer semi-structured interviews with probing questions. The population of the study was the primary schools of the Butterworth Education District. Three of these

schools were sampled for the study, with 3 principals, 3 HODs and 3 senior teachers drawn from each school.

Chapter Four discussed the interviews administered to the SMT members. The presentation and analysis of the data was provided in this chapter, together with a discussion of the themes that emerged from the data. The responses made by the participants reflected the SMTs' perceptions of the implementation of the CPTD management system in schools.

Finally, Chapter Five provided a concise summary of the study, conclusion and recommendations for future research.

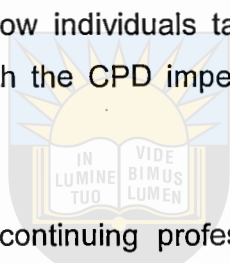
5.2.6. RECOMMENDATIONS



From what has been highlighted in the discussion of the findings, the researcher is of the view that the following recommendations might contribute positively towards the effective implementation of the CPTD management system in schools.

- The need for integrated implementation strategies that are both top-down and bottom-up. Top-down policies can provide aims, overall strategy and operational plans, while bottom-up school responses can provide diagnosis, priority goal setting, and implementation.
- The geographical location of schools, in terms of their rurality, must be taken into consideration when planning professional development programs.
- The resources available in schools must be considered because they have a bearing on the implementation of programs. For example, teachers as resources and inanimate resources like teaching aids and books.

- There should be relevant and constant guidance and support given to SMTs, especially regarding the implementation of CPD programs, primarily by District officials.
- The use of varied teaching and assessment techniques and methods to cater for diverse learning styles should be encouraged, while infusing assessment in teaching and reflecting on professional practice but also on academic development practices and the overall culture of the institution.
- Developing a mechanism on how individuals take advantage of development opportunities resonates well with the CPD imperatives of developing teachers' competencies and capabilities.
- Teachers need to be offered continuing professional development programs aimed at enhancing their capability and functioning in order to improve their practice.
- Develop policies and practices that restore a culture of trust in schools, and within the education community, and the reconstruction of teacher professionalism in which the moral agency of the teacher is fully acknowledged.
- There should be an initiative of sustaining and renewing teachers' commitment to the moral purposes of teaching and constructing professional knowledge through integration and contextualization.
- Teachers should be motivated in their practice and be made effective through an appraisal and reward system or model.
- There should be constant monitoring and supervision of the SMTs, by the Department of Education, to ensure the effective functionality of the schools in relation to the CPTD management system implementation at the school level.



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- The needs and weaknesses of the teachers identified during appraisals must be addressed accordingly by offering relevant remedial interventions, like skills development and workshops.
- The improved performance of teachers in the classroom due to induction, and ensuring quality teaching and learning.
- Moulding teachers for better practice and instilling commendable skills and knowledge amongst teachers for quality teaching and learning.

5.3 ISSUES FOR FURTHER RESEARCH

On the basis of what has been revealed in the study, the researcher is of the view that the geographical positions of schools must be considered when implementing the policies, therefore, future research may seek to ascertain whether rural and urban schools should be offered the same professional development programs because of organizational disparity. Furthermore, they do not have the same resources.

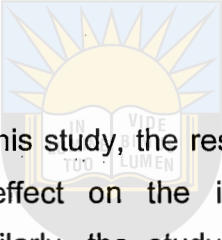
However, the question as to why the good mandatory policies of the DoE fail to go into scale, and why teachers often refuse to actively participate in policies and programs designed to develop their capabilities and help them grow professionally, poses an interesting debate. Furthermore, further research may be conducted to reveal an in-depth understanding of why the developmental programs implemented by the education system are often ineffective and not correctly implemented.

The researcher considers this relevant because research on SMTs has always tended to focus on how team management is perceived, the role of the SMTs in curriculum change and how SMTs influence the formulation and implementation of school policies.

5.4 LIMITATIONS

The researcher understands the limitations of a study as any possible circumstances or factors that may hinder the research from yielding the desired outcomes. With respect to the limitations of this study, the research only focussed on three primary schools situated in Centane. Therefore, the findings of this research study cannot be generalized. Generalization of the data collected may be a challenging factor, especially since the selected sample may not be sufficient to allow for generalization. This is indeed a very small percentage of the rural population.

5.5 CONCLUSION



Based on what has been revealed in this study, the researcher is of the view that the SMTs' perceptions may have an effect on the implementation of the CPTD management system in schools. Similarly, the study conducted by Nkonki (2009) focused on the bearing that teachers' perceptions have on their dispositions towards professional development initiatives such as the Integrated Quality Management Systems (IQMS). Perceptions were found to be associated with policy goals that were misinterpreted, missed or misconstrued by the teachers. One of the important aspects of the capability approach is that it focuses on what people are effectively able to do and to be, that is, on their capabilities (Sen, 2003).

Furthermore, the capability theory used in the study is concerned with the opportunities that people have to improve the quality of their lives based on their capabilities and functioning. Walker and McLean (2013) offer a typology of professional capabilities which could be developed to enable and enhance the functioning and achievement of professional goals. This implies that the continuing professional development of teachers will have to consider various capabilities that need to be developed on the part of teachers and apportion weightings on those. Obviously, knowledge and skills capability is likely to be featured prominently, and weighed highly.

However, other capabilities, such as reflexivity, resilience and affiliation, bear on one's

professionalism and professional identity and would have to be developed on the part of teachers.

In line with the functioning principle of the Capability Theory, Walker and McLean (2013) argue that the capabilities approach also looks at how different individuals can convert available resources into actual functioning, through an examination of so-called 'conversion factors' – personal, social and environmental conversion factors. These conversion factors all make a difference to how an individual translates resources into functioning. In the context of this study, this means that the CPTD management system will have to bargain for the variations in the conversion of professional development opportunities and resources into actual functioning and achievements in the classrooms. The improvement of educational outcomes would be the measure of the extent to which professional development and professional learning are translated into doing things differently in the classroom; this refers to quality teaching and learning.

It can also be concluded that the inadequate capacitation of School Management Teams may hamper the smooth implementation of the CPTD management system in schools. In this regard, Mukeredzi (2013:1) holds that teachers' conceptions of what they learn and how they develop professionally, through their teaching roles, are key to classroom practice and learner achievement because they influence teachers' pedagogic approaches and choice of materials, content, and learner activities.

Furthermore, the relative newness of the CPTD management system might also pose challenges with respect to its implementation. In this regard, Caena (2011:7) proposes that a systematic approach to change must be done; it must be carefully planned and managed over the years, and hold a multi-level perspective that considers schools as embedded in an educational system that has to work collaboratively with the roles of teachers, staff and local authorities, as clearly defined and committed to school improvement.

In conclusion of this study, the theoretical framework of Sen and the accompanying literature on professional development has been embedded in this study and hence

formed and shaped the data collection and analysis aligned to the statement problem and research questions. Ultimately, what this study revealed is the lack of experience, preparation and following of processes to SMTs when undertaking CPTD with teachers. Yet, CPTD is crucial, as it is policy based and essential for the professional development of each and every teacher in a school. Finally, what is of concern is that none of the schools where data was collected had documented or presented evidence through their staff meeting minutes and control books that any discussions, planning and procedures related to CPTD was not forthcoming or documented.



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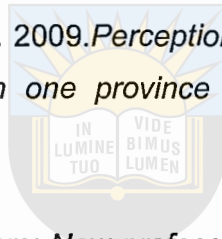
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- INFORMED CONSENT FORM



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APPENDIX A

PERCEPTIONS OF SCHOOL MANAGEMENT TEAMS ON THE IMPLEMENTATION OF THE CPTD MANAGEMENT SYSTEM.

THE INTERVIEW SCHEDULE

SEMI – STRUCTURED QUESTIONS

Study guiding research questions	Interview questions
1. What are your perceptions towards the CPTD management system?	<ul style="list-style-type: none"> • What are your personal perceptions, concerns regarding the implementation of the CPTD management system?
2. What are the SMTs understanding of the CPTD management system?	<ul style="list-style-type: none"> • What do you understand about the CPTD management system? • To what extent have you been capacitated In relation to the implementation of the CPTD?
3. What do SMTs view as enablers for executing their roles in guiding and supporting the implementation of the CPTD management system?	<ul style="list-style-type: none"> • What do you think will enable the SMT to Implement successfully the CPTD management system?
4. What are the mitigating challenges the SMTs encounter In implementing the CPTD management system at school?	<ul style="list-style-type: none"> • In you view, what are the other factors that may hinder the smooth implementation of the CPTD management system at school?

APPENDIX B

*Njingini Primary School
P.O. Box 33
Kentani
4980
20 October 2015*

*The District Director
Department of Education
Butterworth District Office
Butterworth
4960*

Dear Sir

RE: PERMISSION TO UNDERTAKE RESEARCH.

I hereby request permission to conduct research in partial fulfillment of the requirements for the degree of Masters in Education in the Faculty of Education at Fort Hare University. The research study is premised on this topic: Perceptions of School Management Teams (SMTs) on the implementation of the Continuing Professional Teacher Development Management System (CPTD) in the Primary Schools of Butterworth Education District.

I therefore intend to conduct the research in three selected Primary Schools in Centane Sub-District. The names of the schools will be: Magiqweni S.P.S., Mpumlo J.S.S. and Nonyembezi J.S.S. The participants in this study will be the Principals, Heads of division (HOD) and senior teachers. For the purpose of collecting data for this research, semi-structured questions and document analysis review will be administered on the participants. Research ethics in the form of confidentiality and anonymity will be adhered to as to ensure maximum participation from the participants.

Your co-operation in this regard will be highly appreciated.

Yours faithfully
Augustus. Manelisi.Xaso.
Student number : 201415683
Contact Number : 083 4333 521

APPENDIX C



DIRECTORATE : IDS&G

Physical Address: Butterworth District • Mission Location • Butterworth • 4981
Postal Address: Private Bag X1319 • Butterworth • 4960 • REPUBLIC OF SOUTH AFRICA
Reference: M. V. Zokwe Email: zokwem@gmail.com +27 (0)47 401 7700 Date: 2016/04/29

Faculty of Education

Fort Hare University

East London

Re: Permission to conduct interviews

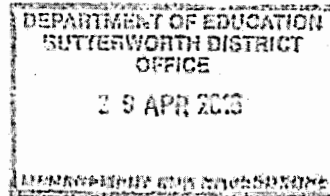
This serves to confirm that Mr Augustus M. Xaso, Student Number – 201415683, visited my office to solicit permission to conduct research to some schools belonging to the circuit that I'm managing. She further confirmed that the research form part of the requirements for her Master's Degree.

Permission is therefore granted for the interviews to go ahead at Magiqweni JSS, Mpumlo JSS and Nonyembezi JSS throughout June 2016.

Thanking you in advance.

Yours faithfully

M.V. Zokwe – Circuit Manager



building blocks for growth



APPENDIX D

**Njingini Senior Primary School
P.O. Box 33
Kentani
4980
20 October 2015**

**Faculty Research and Ethics Committee
University of Fort Hare
Faculty of Education
East London
5200**

Dear Chairperson

RE:

ETHICAL CLEARANCE



I hereby apply for Ethical clearance certificate. I am submitting this application package for your consideration.

I hope to receive a positive response from you.

Yours Faithfully

Augustus.Manelisi.Xaso

Student No. : 201415683

Contact No. : 083 433 3521

APPENDIX E



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: GAL051SXAS01

Project title: Perceptions of School Management Teams on the implementation of the continuing professional teacher development management system.

Nature of Project: Masters

Principal Researcher: August Manelisi Xaso

Supervisor: Dr G Galloway

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

APPENDIX E

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

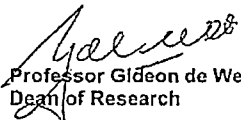
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - o Any unethical principal or practices are revealed or suspected
 - o Relevant information has been withheld or misrepresented
 - o Regulatory changes of whatsoever nature so require
 - o The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

27 November 2015

APPENDIX F (1)

*Njingini Primary School
P.O. Box 33
Kentani
4980
20 October 2015*

*The Principal
Magiqweni Primary School
Butterworth
4960*

Dear Principal

RE: PERMISSION TO UNDERTAKE RESEARCH.

I hereby request permission to conduct research at your school in partial fulfillment of the requirements for the degree of Masters in Education in the Faculty of Education at Fort Hare University. The research study is premised on this topic: Perceptions of School Management Teams (SMTs) on the implementation of the Continuing Professional Teacher Development Management System (CPTD) in the Primary Schools of Butterworth Education District.

For the purpose of collecting data for this research, semi-structured questions and document analysis review will be administered on the participants. Research ethics in the form of confidentiality and anonymity will be adhered to as to ensure maximum participation from the participants.

Your co-operation in this regard will be highly appreciated.

Yours faithfully
Augustus. Manelisi.Xaso.
Student number : 201415683
Contact Number : 083 4333 521

APPENDIX F (2)

*Njingini Primary School
P.O. Box 33
Kentani
4980
20 October 2015*

*The Principal
Mpumlo Primary School
Butterworth
4960*

Dear Principal

RE: PERMISSION TO UNDERTAKE RESEARCH.

I hereby request permission to conduct research at your school in partial fulfillment of the requirements for the degree of Masters in Education in the Faculty of Education at Fort Hare University. The research study is premised on this topic: Perceptions of School Management Teams (SMTs) on the implementation of the Continuing Professional Teacher Development Management System (CPTD) in the Primary Schools of Butterworth Education District.

For the purpose of collecting data for this research, semi-structured questions and document analysis review will be administered on the participants. Research ethics in the form of confidentiality and anonymity will be adhered to as to ensure maximum participation from the participants.

Your co-operation in this regard will be highly appreciated.

Yours faithfully
Augustus. Manelisi.Xaso.
Student number : 201415683
Contact Number : 083 4333 521

APPENDIX F (3)

*Njingini Primary School
P.O. Box 33
Kentani
4980
20 October 2015*

*The Principal
Nonyembezi Junior Secondary School
Butterworth
4960*

Dear Principal

RE: PERMISSION TO UNDERTAKE RESEARCH.

I hereby request permission to conduct research at your school in partial fulfillment of the requirements for the degree of Masters in Education in the Faculty of Education at Fort Hare University. The research study is premised on this topic: Perceptions of School Management Teams (SMTs) on the implementation of the Continuing Professional Teacher Development Management System (CPTD) in the Primary Schools of Butterworth Education District.

For the purpose of collecting data for this research, semi-structured questions and document analysis review will be administered on the participants. Research ethics in the form of confidentiality and anonymity will be adhered to as to ensure maximum participation from the participants.

Your co-operation in this regard will be highly appreciated.

Yours faithfully
Augustus. Manelisi.Xaso.
Student number : 201415683
Contact Number : 083 4333 521

APPENDIX G (1)

*Magiqweni Primary School
P.O. Box 207
Kentani
4980
18 November 2015*

*Augustus M. Xaso
Njingini Primary School
Kentani
4980*

Dear Sir

RE: PERMISSION

The above mentioned school grants you permission to conduct research at our school. We have taken serious consideration of the topic under study and therefore we would like to participate actively in this research study. Furthermore, the permission is granted on the basis that research ethics in the form of confidentiality and anonymity will be adhered to as to ensure maximum participation from the participants.

University of Fort Hare

We therefore promise to help you in getting the objectives of your research study.

Yours faithfully
Nelson. F. Ntulo

18/11/2015

APPENDIX G (2)

*Mpumlo Primary School
P.O. Box 263
Kentani
4980
26 November 2015*

*Augustus M. Xaso
Njingini Primary School
Kentani
4980*

Dear Researcher

RE: PERMISSION OF RESEARCH

The above mentioned school has received your request pertaining to conducting research at our school. Permission is therefore granted to you to conduct research at our school. We have taken serious consideration of the topic under study and therefore we would like to participate actively in this research study.

Furthermore, the permission is granted on the basis that research ethics in the form of confidentiality and anonymity will be adhered to as to ensure maximum participation from the participants.

We therefore wish you all the best in your research work.

**Yours faithfully
Sipumle Nohako**

APPENDIX G (3)

Nonyembezi J. S. S.
P.O. Box 98
Butterworth
4960
30 November 2015

Augustus M. Xaso
Njingini Primary School
Kentani
4980



Dear Sir

RE: PERMISSION OF RESEARCH

Permission is hereby granted to you to conduct a research study at our school. We grant this permission because of the topic that has been stated in your request. We therefore promise to participate actively in your research study.

Furthermore, the permission is granted on the basis that research ethics in the form of confidentiality and anonymity will be adhered to as to ensure maximum participation from the participants.

We therefore wish you all the best in your research work.

Yours faithfully
Mzwamadoda Fipaza

NONYEMBEZI JUN. SEC. SCH
P.O. BOX 98
BUTTERWORTH

30/11/2015

APPENDIX H

• PO Box 77000 • Nelson Mandela Metropolitan University
• Port Elizabeth • 6031 • South Africa • www.nmmu.ac.za



17 January 2017

To Whom it May Concern

I herewith confirm that I have proofread the following thesis:

Title of Study: *PERCEPTIONS OF SCHOOL MANAGEMENT TEAMS ON
THE IMPLEMENTATION OF THE CONTINUING
PROFESSIONAL TEACHER DEVELOPMENT MANAGEMENT
SYSTEM: A CASE STUDY.*

Student Name: Augustus Manelisi Xaso

Student Number: 201415683

Institution: University of Fort Hare (UFH)

Qualification: Master of Education

I suggested relevant changes, where I saw fit, using the "Track Changes" function in MSWord; the student could thus either accept or reject the suggested changes at his own discretion.

I trust that this is in order.

Kind regards,



Nancy Morkel
MA English (NMMU), PGDHET (UFH), BA Hons English (UPE), BA MCC (UPE)
Editing Methodology (SU), Editing Practice (SU)
nancy.morkel@nmmu.ac.za

APPENDIX I

INFORMED CONSENT

Title of the study:

.....
.....
.....

Conducted by:Title & Name of Main Supervisor.....

The purpose of the study and the extent to which I will be involved was explained to me in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntary.

I understand that I am free to withdraw from the study at any time and at any stage at my own will.

Signed at (Place).....on (date).....by (Full Name).....

Address.....

Witness: Name:Signature:Date.....

In case of minors, the parent/guardian needs to sign below:

I am the father/mother/guardian of the minor.....
The purpose of the study and the extent to which the minor under my care will be involved was explained to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree that he/she may take part in it if she/he has no personal objection.

I understand that I or the minor am (is) free to withdraw from the study at any time and at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her taking part in this study and he/she too have agreed to it.

Signed at (Place)on (date).....by (Full Name).....

Address:.....

Witness: Name.....Signature.....Date.....