

**An investigation of teachers' perceptions of their
professionalism.**

**A case study of three schools in the Butterworth
District, Eastern Cape.**

A thesis submitted in fulfilment of the requirements for the degree

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By

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ABSTRACT

The study investigates teachers' perceptions of their professionalism and how this professionalism is observed by both teachers and school community. The investigation takes place at three Junior Secondary Schools. In composing the research, the researcher adopted a qualitative and quantitative approach based on an interpretive paradigm.

The study is concerned with how teachers view themselves as professional people. Since the extent of teachers' professionalism is always questioned by the school community, teachers' professionalism is not guaranteed to be easily accepted and recognised.

The findings reveal that teachers in general accept the fact that they face an enormous challenge in performing their duties as they are required to act professionally and ethically at all times. SACE, the education "watchdog" has further strengthened the issue by proclaiming legally enforced ethical standards for teachers in South Africa. The study describes how teachers who joined the teaching profession for different reasons conceptualise teacher professionalism differently from each other but also agreeing on other issues. The findings of this study also show how educational policies, teachers' conditions of service, personal beliefs and relationships between parents, learners and teachers can influence teacher professionalism.

Declaration

I declare that an investigation of teachers' perceptions of their professionalism in the Butterworth District, Eastern Cape is my original work. It has not been submitted for the degree purposes at any other University.

All the sources I have used or quoted have been acknowledged by means of complete references

Full Name: **Ntando Elliot Mpahla**

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Signature:

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I, finally, would like to dedicate this thesis to my wife Noluntu, two sons, Inga and Lutho and my two daughters, Esethu and Asavela who sacrificed our family enjoyment for the success of this project. They gave me love, understanding, patience and encouragement.

LIST OF TABLES

TABLE 4.1	82
TABLE 4.2	84
TABLE 4.3	85
TABLE 4.4	86
TABLE 4.5	94
TABLE 4.6	101

TABLE OF CONTENTS

CHAPTER 1:

1.1 Introduction	1
1.2 Background of the study	1
1.3 Statement of the problem	3
1.4 Purpose of the study	4
1.5 Research Objectives	4
1.6 Research Questions	4
1.7 Significance and rationale of the study	5
1.8 Definition of terms	5
1.9 Limitations of the study	6
1.10 Enabling factors of the study.	7
1.11 Assumptions of the study	7
1.12 Delimitations of the study	7
1.13 The organisation of the thesis	8
1.14 Conclusion	8

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction	9
2.2 What is a Profession?	9

2.3 Teaching as a profession	10
2.4 The Fundamental characteristics of a teacher	11
2.5 Teacher professionalism and its determinants	13
2.5.1 Teacher commitment	13
2.5.2 Teacher Commitment and the reasons for being a teacher	15
2.5.3 Teacher Commitment and Teacher Efficacy	17
2.5.4 Sense of Moral and Social obligation	17
2.5.5 Professional Development	21
2.5.6 Professional Competence	25
2.6 How is teacher professionalism regulated in South Africa	27
2.7 Factors exerting influence on teacher professionalism	29
2.7.1 Demographic factors	30
2.7.2 Practice related variable	33
2.7.3 Professional Autonomy	40
2.8 Conclusion	42

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction	43
3.2 Research approach	43
3.3 Research paradigm	45
3.4 Research design	46

3.4.1	Survey design	46
3.4.2	Case study design	47
3.5	Research instruments	52
3.5.1	Questionnaires	52
3.5.2	Interviews	53
3.5.3	Documentary analysis	55
3.6	Research sampling	57
3.7	Negotiation of entry into the field	59
3.8	Phases of data collection	60
3.8.1	Phase 1	61
3.8.2	Phase 2	64
3.8.3	Phase 3	65
3.8.4	Phase 4	67
3.9	Administration of research instruments	69
3.9.1	Administration of surveys	70
3.9.2	Administration of interviews	70
3.9.3	Administration of documentary analysis	73
3.10	Data analysis	75
3.10.1	Survey analysis	75
3.10.2	Interview analysis	76
3.10.3	Analysing school documents	77
3.11	Trustworthiness	77
3.12	Validity and reliability	78
3.13	Ethical considerations	78

3.14	Negotiating identity as a Principal and being a researcher.	79
3.15	Conclusion	80

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.	Introduction	81
4.1	Profiles of the respondents	81

4.2. Analysing and discussing data in response to the research question:

How do teachers conceptualise and measure their professionalism?

83 4.2. Introduction

4.2.2 Summary of Findings from previous research (1994- 1999)

4.2.3 Summary of Findings from previous research (2000- 2005)

4.2.4 FINDINGS FROM THIS STUDY: 2006- 2008 83

4.2.4 (A) Category of respondents: Joining teaching as the only

4.2.4(B) Category of respondents: joining teaching as a calling

4.2.4(C) Category of respondents: Forced by parents to join teaching

4.2.5 Data from documentary analysis

4.3 Analysing and discussing data in response to the research question:

What factors exert influence on teacher professionalism : 96

4.3.1 Category of respondents: Joining teaching

as the only available job. 96

4.3.2 Category of respondents: Joining teaching as a calling 98

4.3.3 Category of respondents: Forced by parents to join teaching 100

4.4 Analysing and discussing data in response to the research question:

What are teachers experiences of their professionalism 101

4.4.1 Category of respondents: Joining teaching as the only available job.	102
4.4.2 Category of respondents: Joining teaching as a calling	103
4.4.3 Category of respondents: Forced by parents to join teaching	104
4.4.4 Analysing data gathered through document analysis.	105
4.5 Summary	108

CHAPTER 5

DISCUSSION OF RESULTS, CONCLUSIONS and RECOMMENDATIONS

5.1 Introduction	110
5.2 Summary of the findings	110
5.2.1 Conceptualisation and Measurement of Teacher professionalism	110
5.2.2 Factors exerting pressure on teacher professionalism	113
5.2.3 Teachers' experiences of their professionalism	115
5.3 Recommendations	117
5.4 Agenda for future research	120
5.5 Conclusion	120

LIST OF REFERENCES	123
APPENDICES	
APPENDIX 1: Piloting	130
APPENDIX 2: Letter of permission	135
APPENDIX 3: Survey questionnaire	136
APPENDIX 4: Interview guide	150
APPENDIX 5: Raw data interview guide	151
APPENDIX 6: Survey Responses	153

ACRONYMS USED

CASS	CONTINUOUS ASSESSMENT
DOE	DEPARTMENT OF EDUCATION
EC DOE	EASTERN - CAPE DEPARTMENT OF EDUCATION
HOD	HEAD OF DEPARTMENT
NCS	NATIONAL CURRICULUM STATEMENT
NGO	NON- GOVERNMENTAL ORGANISATION
SACE	SOUTH AFRICAN COUNCIL OF EDUCATORS
SASA	SOUTH AFRICAN SCHOOLS ACT
SGB	SCHOOL GOVERNING BODY
OBE	OUTCOMES- BASED EDUCATION

CHAPTER 1

1.1 INTRODUCTION

This study investigates teachers' perceptions of their professionalism. This is a case study of three schools in the Butterworth District, Eastern Cape.

1.2 BACKGROUND OF THE STUDY

In most cases, teachers find themselves having to protect their professionalism Steyn and Van Wyk (1999) as cited by Bull (2005). This is due to the fact that the extent of their professionalism is always questioned (Bull, 2005). Numerous studies have attempted to unpack the concept of professionalism. For instance, to Campbell, McNamara and Gilroy (2004) teacher professionalism refers to the knowledge, skills and procedures employed by teachers in the process of teaching. This philosophical view on teacher professionalism is therefore one of the most important influences on the life and development of young children in creating the generations of the future. Similarly, Adendorff (2001) argues that professionalism in teaching is best defined and described not in terms of pay or status or qualifications, but by looking at the distinctive kinds of actions and judgments that teachers typically make.

Biswal (2005) indicates that teacher professionalism must be characterized by teachers being dedicated and considerate. This idea entails that the profession must be at the hands of teachers who can demonstrate an understanding of the knowledge and thinking that underpins the actions one takes. The National

Department of Education (2007) in its analysis of teacher professionalism cites that the manner in which teachers behave forms one of the important characteristics of teacher professionalism. Emphasis is also put on dedication and commitment to being the main characteristics that form the basis of teacher professionalism. Leithwood, Menzies & Jantzi (1995:12) define commitment as a “psychological state identifying the objects a person identifies with or desires to be involved with”.

In an attempt to set, maintain and protect teacher professionalism, the South African Council for Educators (SACE) was established in 1997 (SACE 2002). It has as its function, the establishment of professional ethics for teachers and in its code, it mentions the following key values in relation to teacher professionalism:

- ❖ Act in a proper and becoming way such that teacher behaviour does not bring the teaching profession into disrepute,
- ❖ Acting with integrity, honesty and self discipline ,
- ❖ Acknowledge, uphold and promote basic human rights, as embodied in the constitution of South Africa,
- ❖ Exercise authority with compassion.

Even though there seems to be consensus on what professionalism entails, research shows that teachers' identities and social spaces are not fixed. They are constructed and are subject to a constant process of shifts in meaning, changes in social and special practices, and social and spatial reorganization. Experiences of teachers are shaped in fundamental ways by their identities and

localities (Aderndorff, et al. 2001; DOE, 1999; ECDoE, 2000). For example, during the pre-apartheid era, the most important characteristics of teacher professionalism were sober habits, religious convictions, and a commitment to the cultural traditions of the colonial power (Blandford, 2000). However, by the mid-nineteenth century, teachers were no longer viewed as representatives of a particular denomination. During the apartheid era, teachers' identities and localities were linked to race and class. In the post-apartheid South Africa, the government has argued for the de-racialisation of, and racial redress of schooling (DOE, 2001). It is on the basis of this background that this study aimed at investigating the current teachers' perceptions of their professionalism.

1.3 STATEMENT OF THE PROBLEM

Previous research studies show that teachers' identities and localities/social spaces are not fixed (DoE, 1999; EC DOE, 2000 and Adendorff, 2001). Moreover, studies conducted between 1994 and 1999 identify teacher commitment and teacher qualifications as the key determinants of teacher professionalism (Nkabinde, 1997; Kruger and Van Schalkwyk ,1997; Talbert and McLaughlin, 1994). On the other hand, studies carried out between 2000 and 2005 identified behaviour, qualifications and commitment as key determinants of teacher professionalism.

The problem that this study wished to investigate is how teachers currently perceive their professionalism. The researcher moves from the premise that teacher professionalism is unfairly judged according to fixed determinants although teachers' identities and spaces are not fixed. The study therefore

attempted to investigate whether the above-mentioned assumption is correct or incorrect. The study also aimed to ascertain whether there is any shift in how professionalism is determined in the period 2006-2008.

1.4 PURPOSE OF THE STUDY

The purpose of the study is to investigate teachers' perceptions on their professionalism.

1.5 RESEARCH OBJECTIVES

The objectives of this study were:

- To explore teachers understanding of what is meant by teacher professionalism.
- To unearth how teachers experience professionalism.
- To find out how teachers perceptions are related with literature on professionalism.

1.6 RESEARCH QUESTIONS

This study addressed the following critical question:

What are teachers' perceptions of their professionalism? In order to answer this question, the following three sub-questions need to be answered.

- How do teachers conceptualize and measure their professionalism?
- What are the teachers' experiences of professionalism?
- What factors exert pressure on teacher professionalism?

1.7 SIGNIFICANCE AND RATIONALE OF THE STUDY

People perceive life and experiences in different ways. There is little or no literature on teachers perceptions of their professionalism documented in the Eastern Cape Province, especially in the post-apartheid era where one of the strategies of the spatial and social organization of schooling was the equalizing of teacher- pupil ratio across the province.

The researchers identified the gap and therefore saw it necessary to explore and investigate teachers in the rural contexts in Butterworth to understand their perceptions on teacher professionalism.

The findings for this study could be used to:

- Provide useful policy information of Department of Education Human Resource Management sections at School, District, Provincial and National Level. I believe that the more we know about teacher perceptions of their professionalism, the more informed policy decisions will be.
- Contribute to research in this area.

1.8 DEFINITION OF TERMS

The following terms were defined:

1.8.1 Rural Context: Areas that are geographical isolated, comprised of small communities with limited social and political amenities and facilities, with low

population densities and limited local employment opportunities (Hartshorne, 1992).

1.8.2 Professionalism: Professionalism in teaching is best defined and described not in terms of pay or status or qualifications, but by looking at the following distinctive kinds of actions and judgments that teachers typically make (Adendorff et al, 2001):

- Key values in relation to teacher professionalism:
- Act in a proper and becoming way such that teacher behaviour does not bring the teaching profession into disrepute,
- Acting with integrity, honesty and self discipline ,
- Acknowledge, uphold and promote basic human rights, as embodied in the constitution of South Africa,
- Exercise authority with compassion (SACE, 2002).

1.9 LIMITATIONS OF THE STUDY.

This study entails the investigation of teachers' professionalism within three Junior Secondary Schools in the Butterworth District. The study was conducted during school hours and as such, the congested time schedule for teachers was a problem. The so called "free periods" no longer exist for teachers and there is no way that the researcher can interview teachers during free periods. But significantly, teachers got the opportunity to air their feelings about their working environmental settings and experiences.

1.10 ENABLING FACTORS OF THE STUDY

The researcher also belongs to the population of teachers and shares similar experiences with the respondents and can also identify with their context of work. As a teacher in the same circuit in which the respondents work, the researcher has an ongoing contact with the respondents. The respondents therefore know the researcher and share a trustworthy relationship with him.

1.11 ASSUMPTIONS OF THE STUDY

The following assumptions were made:

- ⇒ That all participants would agree to take part in the study.
- ⇒ Entry into the schools would be successfully negotiated.
- ⇒ Working with more than one school would help the researcher in attempts to avoid the dangers of bias that can easily contaminate data.

1.12 DELIMITATIONS OF THE STUDY

The study was conducted in three Junior Secondary Schools in the rural district of Butterworth. These schools were accessible to the researcher as they were not far from each other. The study sought to investigate teachers' perceptions pertaining to their professionalism.

1.13 THE ORGANISATION OF THE THESIS

Chapter one

This chapter focuses on the background of the study, statement of the problem, purpose, research questions, significance, rationale, limitations and delimitations of the study.

Chapter two

This is a literature survey on teacher professionalism.

Chapter three

This chapter provides a detailed description and justification of the research design and methodology. The post-positivist approach followed by the study is unpacked.

Chapter four

The collected data is analysed and presented.

Chapter five

This chapter focuses on the summary of the findings and recommendations.

1.14 CONCLUSION

Chapter 1 provided an outline for the development of this study.

The next chapter focuses on the review of literature that the researcher has consulted.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter aims to arrive at a conceptual understanding of what teacher professionalism is, how it is determined or measured and what factors affect teacher professionalism. Before one can unpack what professionalism entails, it is crucial that one investigates what a profession is with special reference to the teaching profession and also the characteristics of the person referred to as “the teacher”.

2.2 WHAT IS A PROFESSION?

Various research studies have drawn some common places from various professions that are shared by all professions:

- Service to society, implying an ethical and moral commitment to clients,
- A body of scholarly knowledge that forms the basis of the entitlement to practice,
- Engagement in practical action, hence the need to enact knowledge in practice,
- The importance of experience in developing practice hence the need to learn by reflecting on ones practice and its outcomes,

- The development of professional community that aggregates and shares knowledge and develops professional standards (Adenndorff et al. 2001; Darling-Hammond, 2005; Manifesto on Values, Education and Democracy, 2001).

2.3 TEACHING AS A PROFESSION

From the about shared values of professions Elliot (1993) as cited in Adu and Olatundum (2007) saw teaching as an activity – unique professional, rational, and humane activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others. Moreover, Darling – Hammond and Bransford (2005) insist that it is of paramount importance for teachers to clearly understand their roles and responsibilities as professionals in schools. Echoing on his sentiments is SACE (2002) who contends that duty understanding by the teachers defines what it means to be a professional. This is where this sense of professionalism emanates from by fixing the ethical pledge that members of professions make to the welfare of all of their clients (Adendorff et al. 2001; SACE, 2001)

Further more, Marrow (2007) refers to the teaching profession as an activity field guided by the intention to promote learning Similarly, Olson (1992) analysed teaching as a moral enterprise which aims at developing and exercising the virtues of the group to which students and teachers belong. As teaching is characteristically viewed as a moral enterprise, it becomes a values-led

profession where the practitioners are characterized by the behaviour which shows dedication and commitment (Day, 2004).

To view teaching as a profession, the teacher's sense of professionalism should be enhanced and maintained. Teachers face an enormous challenge in performing their duties as they are required to act professionally and, especially, to act ethically (SACE, 2002; Day, 2004; Adendorff et al, 2001; Manifesto on Values, Education and Democracy, 2001). Babbie and Mouton (2002:4) also support these arguments by acknowledging that "people have personal knowledge and self-understanding about themselves. They also have moral insight into what is right and wrong".

SACE (2002) states that the ethics of the profession relate to influence the way teachers act in their relations with other people. In support of this argument is Edutech (2001) who views ethics to refer to what is good or bad and that which deals with a moral duty and obligation, not only to oneself but to others. Through ethics, teachers translate knowledge, skills and abilities that enable learners to make informed and responsible choices (ibid).

2.4 THE FUNDAMENTAL CHARACTERISTICS OF A TEACHER

Research studies inferred that one of the major characteristics of professions is their capacity to set and maintain standards through self-regulation (Geoffrey and Stunning, 1996). This belief requires that for teachers to be regarded as professional they need to be bound together by values which they mutually

accept and should share common standards which they themselves have chosen to deserve and maintain. For this argument, Pitout et. al. (1993) asserts that teachers should demonstrate authentic values and qualities required for the profession. Issues like public drinking, being drunk at work, hardly seen in the classroom etc. do not feature in the characteristics of teacher professionalism (Ibid.). Teachers should also possess an exemplary character and way of life. In his social life, the teacher portrays the profession of which he is a member whenever appearing in public (Day, 2004). The main focus is the teachers responsibility and character as shown by acting as a sober, honest and emotionally stable human being. This is the social behaviour of a teacher which sounds more from the community because they expect the teacher to be an ideal model for the children. Involvement in activities like sports, cultural affairs, social events and church further dignifies the profession (Banks and Mayers, 2001; Pitout et al. 1993).

In his analysis, Day (2004) categorized teaching to be about love because it involves trust and respect, and because at its best teaching depends upon close and special relationships between students and teachers. Adding to this notion is Moore (2004) who remarked that good teaching has a character of deeply caring orientation aimed very specifically at making a difference to pupil's lives. Such an argument is supported by Griessel et al. (1993) who maintained that a teacher must comply with professional requirements such as a strong, pleasant and dynamic personality, exemplary, trustworthy, sobriety, punctuality etc. Griessel went on to point out that an unstable teacher cannot educate children to become

personalities with sound characters. Moore (2004) further comments that a good teacher has self discipline and bears responsibility. This is indicated by the patience, enthusiastic and above all interest both in the subject and in the students teachers teach. It is for this reason that Griessel et al. (1993) pointed out that the teacher is the transmitter of knowledge and a moral mentor.

2.5 TEACHER PROFESSIONALISM AND ITS DETERMINANTS

2.5.1. Teacher commitment

The Manifesto on Values, Education and Democracy (2001) defines teacher professionalism as relating to the inculcated behaviour of teachers who commit themselves to the act of teaching by demonstrating the values that the profession is meant to uphold. In supporting this view, Adendorff et al. (2001) contends that professionalism in teaching is best defined and described not in terms of pay or status or qualifications, but by looking at the distinctive kinds of actions and judgments that teachers typically make. Actions that teachers typically exhibit must reflect the skilful way in which they are doing the job because of the special training they have received (Campbell et al; 2004).

Leithwood (1995:12) understands commitment as a “psychological state identifying the objects a person identifies with or desires to be involved with”. Adendorff (2001) viewed teacher commitment as showing the extent of loyalty to the profession. As teachers constitute a strategic factor in education system, their

commitment is viewed to reflect the competency of teaching professionals (Adu and Alatundum, 2007; National Policy on Teacher Supply and Utilization, 1996).

In identifying teacher commitment, Ross and Gray (2007) mentioned three dimensions which teachers are eligible to fulfill:

- (a) Commitment to school mission,
- (b) Commitment to school – community partnerships and
- (c) Commitment to the school as a learning community.

In this case, Dannetta (2007) maintained the commitment of teachers to reflect a personal interpretation of work experience as absorbing and meaningful. Teachers are therefore members of a profession whose commitments are shaped in terms of the ideals of the profession. Marrow (2007) asserts that members of a profession need to take responsibility for their own professional actions. Supporting this view is Talbert and McLaughlin (1994) who analyse teacher commitment according to the conditions identified with professionalism where strong teacher communities promote shared norms of practice and enhance teacher's professional commitments. Being exemplary to the ideals of the profession indicates a character commitment which is destined to satisfy the needs of the teaching learning situation. This is a complex teaching situation which leads the child to the elements of life such as the meaningful existence, self-judgment and understanding, worthiness of being human etc (Pitout et al. 1993).

Previous studies further reflect that a teacher is destined to touch people's lives for ever (Petty, 2002). This is the reason why a teacher can be deemed committed if he or she is able to guide and encourage the learner to strive towards proper adulthood (Pitout et al 1993). In such a situation, the characteristic of commitment for the teacher should be to possess an exemplary character and way of life which reflects attachment and loyalty. This argument narrates teacher commitment as:

- Commitment of practice in an exemplary way,
- Commitment to practice towards valued social ends,
- Commitment not only to one's own practice but to the practice itself,
- Commitment to the ethic of caring (Armstrong, 1992; Pitout et al. 1993; Sergiovanni and Starrat, 1993).

2.5.2 Teacher Commitment and Reasons for joining the teaching profession

Sadker and Sadker (1991) pointed out that reasons for becoming a teacher are very much important compared to the commitment of making a difference in children's lives. He further recalls that to touch the lives of people is to touch the future. This statement ensures that teachers must be aware of the fact that the future of the learners depends upon them. By the look of things, there are varying decisions why one chose to become a teacher. Such decisions may include among others, a love of children, a desire to impart knowledge, an interest and excitement about teaching and a desire to perform a valuable service to society.

Some teachers joined teaching for different other reasons which are not the core business of teaching, such as:

- Helping children grow and learn,
- Work conditions ,
- Inspired by favourite teachers,
- A sense of vocation and honour of teaching.

Entailed in those decisions for joining the profession should be an instinct of professionalism which, according to studies, describes the quality of practice (Day, 2004). Day further strongly elaborated that professionalism describes the manner of conduct within an occupation and how members integrate their obligations with their knowledge and skill.

Talbert and McLaughlin (1994:127) analyzed teacher's limited professional identity and commitment as rooted in the occupations origins as a "temporary" line of work. This is in opposite of Petty's (2002) understanding that no matter what reasons made one to enter the teaching profession, good teachers are not born nor are they made by tutors but they make themselves. Research therefore indicates that anyone can teach well without the interference of any personality type a person is made of. Researchers indicated that joining the profession because it was a calling is one more significant reason for behaving alike. In analysing a calling, Sadker and Sadker (1991) understand it as a mission to help and nurture children. Day (2004) went on to define a calling in teaching as a

public service that also yields personnel fulfilment to the person who provides that service. It is through this fulfilment that a teacher strives to help each student realize his / her potential as a worthy and effective member of society.

2.5.3 Teacher Commitment and Teacher Efficacy

Studies accessed further identified and intertwined professional commitment with teacher efficacy. This is a bonded characteristic where a teacher is committed to teaching the subject matter and continued professional growth (Talbert and McLaughlin, 1994; Ross and Gray, 2007). Sadker and Sadker (1991) felt that through commitment, teachers need to reflect on their teaching, talk about it and visit one another's classes for purposes of assistance. In this case, Talbert and McLaughlin (1994) talks of the teachers who must move away from the insular character of classroom teaching. Teacher commitment is closely associated with job satisfaction, morale, motivation and identity (Day, 2004). This indicates factors influencing professional commitment in teaching as a social calling, beliefs and acceptance of goals and values of a profession. Dannetta (2007) further viewed external rewards as important factors in teacher commitment to student learning. This comes from the students and the enjoyment they get through interaction with the teachers.

2.5.4 Sense of Moral and Social obligation

This means that teacher professionalism has a social calling that forms the basis of the entitlement to practice. Darling–Hammond (2005) explains teacher professionalism by implying that being a professional involves understanding the

social and legal obligations of one's job based on profession wide research and standards of practice. Another research done by Aldrich (1996) reported that professionalism among teachers is seen among members motivated by the highest ideals and dedicated to the service of the public. Supporting this argument is Sadker and Sadker (1991) who indicated that the issue of professionalism in teaching is vested by the public with trust and responsibility requiring the highest ideals of professional service.

In viewing teaching as characteristically a moral enterprise, studies argued that it would be a mistake to conceptually view the teacher's behaviour during class as representing all that is involved in the complex business of teaching (Day, 2004; Banks and Mayes, 2001). Their indication is that the actions in and out of the classroom must be considered if we are to obtain a complete description of his professional activity. For example, teachers are regarded as agents of change and so, they must continue engaging themselves and their charges on matters of national interest (SACE, 2001). Rej Brijraj as cited by SACE (2001) singled out HIV/AIDS, poverty, moral regeneration, human rights, unemployment, discrimination, democracy, globalization and nation building as some of the issues that need an ongoing input of teachers. Supporting the notion of complex business of teaching is Ornstein and Levine (2000) who maintained that the work of a teacher is not confined to one single activity but has a complex dimension. Teachers must therefore wear all the available hats for associating and working with students, parents and professional colleagues.

Studies further singled out behaviour as a clearly defined feature of teacher professionalism (Liethwood, 1995). Through behaviour, all the aspects of the teacher's activities can be observed which means that behaviour represents the outward life of individuals which is public knowledge and which can be noted dispassionately. Similarly, Day (2004) viewed teaching as a values-led profession where the practitioners are characterized by the behaviour which shows dedication and commitment. What the teacher does in his work place reflects a bonded characteristic with the profession (De Bryn et al. 2002).

Another emphasis is from the DOE (1996) which proclaims teacher professionalism to incorporate values and ethical commitment, and knowledge and skills required for professional practice. Such a kind of professionalism is bounded by the norms of accountability to the profession (Dillon and Maguire, 2001). This good moral behaviour is endorsed by Pitout et al. (1993) who maintains that teachers should demonstrate authentic values and qualities required for the profession. Issues like public drinking, being drunk at work, hardly seen in the classroom etc, do not feature in the characteristics of teacher professionalism (ibid). Therefore, one of the characteristics of the professions is their capacity to set and maintain standards through self-regulation. This shows that teachers are bound together on a basis upon which they mutually accept and share common standards which they themselves have chosen to observe and maintain.

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Another emphasis is from the DOE (1996) which proclaims teacher professionalism to incorporate values and ethical commitment, and knowledge and skills required for professional practice. Such a kind of professionalism is bounded by the norms of accountability to the profession (Dillon and Maguire, 2001). This good moral behaviour is endorsed by Pitout et al. (1993) who maintains that teachers should demonstrate authentic values and qualities required for the profession. Issues like public drinking, being drunk at work, hardly seen in the classroom etc, do not feature in the characteristics of teacher professionalism (ibid). Therefore, one of the characteristics of the professions is their capacity to set and maintain standards through self-regulation. This shows that teachers are bound together on a basis upon which they mutually accept and share common standards which they themselves have chosen to observe and maintain.

2.5.5 Professional Development

Professional development is one of the major focuses of government policy (Campbell et al. 2004). This development is necessary because teaching today takes place in a world of rapid change and development, hence teachers are expected to meet high standards of teaching and raise levels of achievement in schools (ibid). Darling–Hammond (1995) agrees with this argument when he concedes that teachers need to be aware of a range of policies that define their rights and obligations to their practice and should be reflected in their curricular thinking. Adding to this view is Joyce et al (1999) as cited in Clarke (2005) who suggested that for professional development to be effective, it needs to be linked

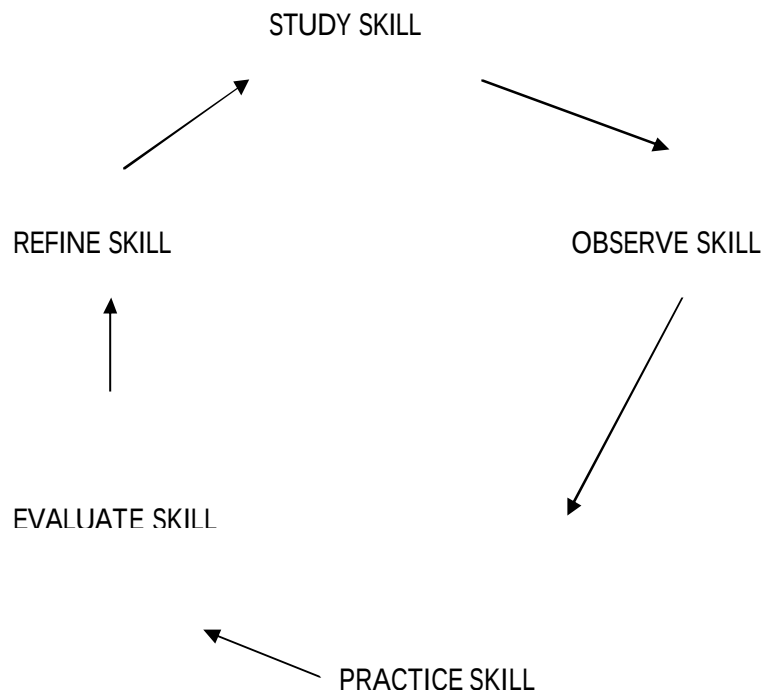
to school and not just individual goals, and needs to be embedded in the workplace.

In support, Blandford (2000) emphasize the importance of professional development in that it:

- enhances individual performance,
- rectifies ineffective practice,
- establishes the groundwork for the implementation of policy, and
- facilitates change.

In a similar view, Pitout et al. (1993) relates professional development to behaviour changes in teachers which are brought about by the interaction of both external and internal agencies which teachers bring to each situation. In his analysis of behaviour, Pitout et al. (1993) proclaimed that behaviour includes all the aspects of human activity which we can observe. In effect, it represents the outward life of individuals which is public knowledge and personal experiences. These can be noted dispassionately and studied by asking individuals to express their feelings and thoughts.

Another school of thought comes from Rudduck (1991) who insists that professional development is a process of acquiring skills as demonstrated below:



This demonstration of professional development indicates a context of change where teachers have to understand and commit themselves to the values that give meaning to change (ibid.). In addition, Griessel (1993) asserts that teachers should ensure that they remain up to date with all the latest developments in the field of education by attending in service training programmes and refresher courses.

Another strong emphasis comes from Nkabinde (1997) who established that many teachers in South Africa lack the expertise, skill and experience to be regarded as professionals. His sentiments are echoed by Banks and Mayes (2001) who revealed that the professional development activity directly encourage teachers to frame up challenges in relation to learning and teaching.

On that note, the (Norms and Standards for Educators, 1998) pronounced professionalism as a key component in the idea of self initiated activity and development. Rudduck (1991) also noted that the significant dimension of professionalism is the desire to go on extending one's knowledge and refining one's skills.

Adding to the debate Adendorf et al. 2001; Day, 2004 cite that the concept of professionalism in teaching is also understood through the level of education. Professionalism, therefore, concerns professional qualifications which are accumulated from participating in professional development initiatives (Nkabinde, 1997). Petty (2002) maintains a similar view that with the expert knowledge gained through the levels of education, teachers are expected to reflect their knowledge through practice. Moreover, in his definition, Campbell et al. (2004) emphasized that teacher professionalism refers to the knowledge, skills and procedures employed by teachers in the process of teaching. Similarly, National Policy on Teacher Supply, Utilization and Development (1996) entails that professionalism incorporates values and ethical commitment, as well as the concepts, knowledge, skills and judgment required for professional practice. Elaborating on this definition, Day (2004) describes teacher professionalism according to the quality of practice. This is indicated by the manner of conduct within an occupation, how members integrate their obligations with their knowledge and skills. Marrow (2007) also analysed the concept of professionalism as encapsulating the idea of expertise and knowledge to be deployed in the service of communalities and individuals. This professional idea

requires teachers to develop a culture of working in partnership with all education stakeholders like government, NGO's, teacher unions, parents etc. This will create a learning atmosphere in which every person is valued (Blandford, 2000).

2.5.6 Professional Competence

Hayes in Cave and Wilkinson (1991) as cited in Blandford (2000) defines professional competence as a generic knowledge, trait, self-image, social role and skill of a person which is causally attached to superior performance on the job. Hence there is a general understanding that teachers' career and professional development may be determined according to their professional skills and abilities. Similarly, Spencer and Spencer (1993) augment this definition by conceding that professional competence is an underlying characteristic of a teacher that is causally related to criterion – referenced effective and superior performance in a job.

Blandford (2000) further cites the Teacher Training Agency (1994) in describing competence as a description of something which a person who works in a given occupational area should be able to do. In his echoing argument, (National Policy on Teacher Supply, Education and Democracy, 1996) implies that professionalism applies to the values and ethos of teacher education, as well as to the values, skills and judgment required for competent professional practice. Moreover, Adendorff et al. (2001) understands professional competence as mostly reflected in situations which present new problems and require more than recipe – type knowledge or simple sight or wrong judgments.

Research studies further analysed professional competence to include the following shared professional ideals:

- Acquisition of theoretical and practical knowledge and skills resulting in the forming of one's own judgment with regard to appropriate practice,
- Self – regulation, according to standards of competence derived by the profession itself, and backed by a self-imposed code of ethics and a strong feeling of class honour and solidarity,
- A strong service orientation rooted in the interests of the client; and
- A strong sense of professional autonomy, evidenced by the profession's taking decisions and ordering matters without any interference from higher authorities (Aderndorff et.al. 2001; Coutts, 1995; Norms and Standards for Educators, 1998; SACE, 2002).

The Manifesto on Values, Education and Democracy (2001) further emphasized competence as meaningless without commitment and that it is imperative for teachers to demonstrate the values they are meant to uphold. This is what Blandford (2000) describes as an action, behaviour or outcome through which the person should be able to demonstrate the ability to perform work activities to the standards required in employment. To support this description, literature reveals the professional competence of the effective teacher as follows:

Knowledge and understanding

- ☞ knowledge of children and their learning,

- ✚ subject knowledge,
- ✚ knowledge of the curriculum,
- ✚ knowledge of the teacher's role.

Skills

- ✚ Subject application,
- ✚ Classroom methodology,
- ✚ Class management,
- ✚ Assessment and recording.

(Pitout et.al.1993; Sadker and Sadker, 1991; Banks and Mayes, 2001; Moore 2004) therefore contends that competent teachers have self – discipline. Their sentiments are echoed by Day (2004) who views potential teachers as enhancing the quality of education by bringing life to curriculum and inspiring students to curiosity and self – directed learning.

2.6 HOW IS TEACHER PROFESSIONALISM REGULATED IN SOUTH AFRICA?

South African Council for Educators (SACE) has been given the mandate as a professional controlling body for teachers in South Africa (Education Law and Policy Handbook, 1996). In placing the controlling measures, the Code of Ethics has been instituted which according to Bagwandeen and Louw (1993) intends to shape and promote the behaviour of the practitioner according to the needs of the profession. The Code of Ethics further maintains that the education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service (Adendorff et al. 2001). In maintaining this

stance, SACE (2002) concedes that the Code of Ethics informs the teachers how they ought to behave in their working lives as professional teachers.

Kruger (1992) maintains that one of the characteristics of the professions is their capacity to set and maintain standards through self-regulation. This positive characteristic behaviour of professions includes teachers who commit themselves to be guarded by the code of professional ethics (SACE, 2002). Elaborating on this view is Kruger and Van Schalkwyk (1997) who maintain that teachers are bound together on a basis upon which they mutually accept and share common standards which they themselves have chosen to observe and maintain. According to SACE (2002: 2) teachers are committing themselves to “act in a proper and becoming way” that will not bring the teaching profession into disrepute and to hold and promote human rights.

Giving support to the value of the code, Edutech (2001) defines ethics as relating to what is good or bad and it deals with a moral duty and obligation not only to oneself but to others. Teachers are therefore challenged to turn around the status and image of the profession to directly benefit the learners and enhance the well – being of all South Africans (SACE, 2002). Similarly, Kruger (1992) also points out that the purpose of the Code of Ethics is to prevent harming coming to the profession through malpractice that is incompetent and unethical conduct. In addition, SACE (2002) validates that part of being a professional teacher is to demonstrate that one believes in and practices the values which govern the teacher's work life and more broadly that one is ethically competent.

In viewing the code of professional ethics Kruger and Van Schalkwyk (1997) concluded that teachers should accept that character formation is part of the educational task. This will set an example in word and in deed for the promotion of the highest moral standards. In supporting this argument, Manifesto on Values, Education and Democracy (2001) argues that there are teachers who work hard, teach well and provide good role models for their learners. Conversely, SACE (2002:10) maintains that there are teachers who do not “act in a proper and becoming way” and who bring the teaching profession into disrepute. Inversely, Manifesto on Values, Education and Democracy (2001) argues that teachers cannot act as role models if they are not valued and cherished members of their communities and do not have a sense of the nobility of their calling.

2.7 FACTORS EXERTING INFLUENCE ON TEACHER PROFESSIONALISM

Teacher professionalism is considered to be exerting influence from a number of related factors. These are the factors which stem from the conditions surrounding the job. Day (2004) maintained that these factors may enhance or diminish teacher professionalism among teachers. In elaboration, Conley, Bacharack and Bauer (1989:59) as cited in Bull (2005) also maintained that “if teacher performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances teacher’s sense of professionalism and decrease their job dissatisfaction.” Day (2004) placed teaching in a journey of hope based upon a set of ideals. It is these ideals that commit teachers to

changing and improving the practice as the needs of students and the demands of society change. Upon this journey of hope, research studies revealed that teachers get shocked in their professional ideals and value system when they came up against reactionary and unsupportive school structures (Wilson, 2004). Resounding these sentiments is Cohen et al. (1997) who affirmed that many teachers that came into the profession with high ideals find that these soon evaporate. Contrary to their hopes, teaching became simply a job, an occupation not a vacation. This gives education a terrible loss as it becomes a commodity like any other.

The factors to be discussed therefore include demographic, practice related variables and professional autonomy.

2.7.1 Demographic factors

Research studies indicated that teachers are more likely to exhibit the problem behaviours associated with dissatisfaction in their professionalism. This stems from job insecurity caused by some specific aspects of teachers' job. The key variables revolve around age, occupational level, and education (Newstrom and Davis, 2002; Lemmer and Badenhorst, 1997; Wilson, 2004; James, Jenkin & Lord, 2006).

Age

According to Lemmer and Badenhorst (1997) some factors in adult development may affect negatively teacher professionalism. These are the changes in

people's lives resulting from scheduled and unscheduled events which may be traumatic for some teachers. The areas identified include physiological changes as one is getting older, the search for intimacy, interaction with life's work and the quest for meaning. In their study, Newstrom and Davis (2002) also indicated that as workers grow older, they initially tend to be slightly more satisfied with their jobs. More so, teachers lower their expectations to more realistic levels and adjust themselves better to their work environments. At a later stage, their satisfaction may suffer as they notice that their expectations are not met. This is the self-concept which may be distorted in the teachers when they face the realities of retirement without achieving their expectations.

Occupational level

Studies acknowledged that occupational levels in a school influences attitudes, job satisfaction and performance levels of teachers Butler and Ehrlich (1991) as cited in Bull (2005). They found that position largely determines the job demands and characteristics of the work environment experienced by teachers. Therefore, Newstrom and Davis (2002) maintained that people with higher-level occupations tend to be more satisfied with their jobs. It is expected that they are usually better paid, have better working conditions and hold jobs that make fuller use of their abilities.

Newstrom and Davis (2002) further argued that some managers hold on to an old myth that high satisfaction always leads to high employee performance but this assumption is not correct. In their argument, satisfied workers actually may

be high, average or even low-producers, and they will tend to continue the level of performance that previously brought them satisfaction. This approves the fact that high performance contributes to high job satisfaction. The end result is that better performance typically leads to high economic, sociological and psychological rewards. If these results are seen as fair and equitable, then improved satisfaction develops because employees felt that they are receiving rewards in proportion to their performance. It was due to this reason that Tosi, Rizzo and Carroll (1990) claimed that when work is rewarding, satisfaction follows performance which in turn leads to the outcomes valued by the person. Therefore, satisfaction resulting from work has an influence on the human factor, especially individual needs.

Education Level

Aldrich (1996) states that professions are usually concerned with a defined area of knowledge, while entry to them requires specialized training and the possession of universally recognized qualification. The minimum qualification for teachers is matriculation certificate and 3 years of tertiary education (M+3) (Sergiovanni and Starrat, 1993). There are under-qualified teachers who are already in the system but this does not guarantee them any side of teacher professionalism (Sergiovanni and Starrat, 1993). Similarly, Hall (1994) and Clark and Oswald (1996) as cited in Bull (2005) found a little less relationship between teacher qualifications and their effect on teacher professionalism. According to Jones et al. (2006), other teachers experience difficulty in the profession because their training has not equipped them with a repertoire of skills to use in the

classroom, or because they have developed unhelpful practices that have gone unchecked.

2.7.2 Practice related variables

Conditions of service

Marrow (2007) contends that there is increasing de-professionalization of the teaching profession. He felt that professionalism tends to be weak among teachers because the criteria of a true profession are not completely met. The idea is that the employer is not doing enough to develop and maintain the standard of teacher professionalism. However, Marrow, further maintained that teachers also perceive and understand themselves as exploited workers. This has had the effect of them being dissatisfied about their status and remuneration. Using the name profession does not ensure that professional status has been achieved. This is although according to the hierarchical structuring of occupations within our society, the professions occupy the top position in terms of prestige and salaries.

Teachers mourn that their profession is not respected and complain that they are inadequately paid for the duties they are required to perform (O Connor, 2007). In his report, he stated that the Department of Education is losing teachers because of low salaries. These findings are justified by Dannetta (2007) whose stance is that pay and pension kept the teaching profession attractive. Based on

these arguments, Ololube (2007) emphasized that salary increases and benefits are basic needs that might keep the teaching profession intact.

Another school of thought is of the opinion that teachers are not truly committed to their profession (Bull, 2005). Supporting this view is Steyn and Van Wyk (1999) as cited in Bull (2005) who contend that there is a perception that teachers are lazy, unprofessional and uncommitted who only come to school to receive their salaries at the end of the month. These views are disputed by Ololube (2007) who challenges the working conditions of teachers as unhealthy. These are the situations where teachers felt neglected by their employer and where their voices are not heard. Situations that are not conducive to teaching disconnect teachers from their professional competence and commitment to the ideals of service that characterize teaching as a profession Marrow (2007). Ololube (2007) maintained that educational policies and administration, material rewards and advancement impact negatively on teaching performance. However, Marrow (2007) pointed out that teachers deserve better working conditions and more prestige.

Ololube (2007) also established that when teachers compare their conditions of service with that of other professions, they sigh for a better life. One of the reasons is that most teachers are faced with overcrowded classes. This situation results to teachers perceiving themselves as in a deficient teaching situation and as such many teachers are overcome by despair and despondency and simply cease to care (Marrow, 2007). Mwamwenda (1995); Ngidi and Sibaya (2002);

Steyn & van Wyk (1999) as cited in Bull (2005) further indicated that within the teaching profession there are different working conditions based on the past allocation of resources to schools. The most affected schools being the so called disadvantaged schools where conditions of service are not conducive to teaching and learning.

Another view is that teaching is a complex business where a teacher wears many caps for association and working with students, parents and professional colleagues to fulfil the many different roles. It would therefore be a mistake to conceptually view the teachers' behavior during class as representing all that is involved in the complex business of teaching. For example, teachers' responsibilities are expanded to include many other functions that might, collectively, be called welfare functions. The education profession is therefore at the most exciting and unique time in its history. This excellent job of teaching is acknowledged by Percival & Tranter, (2004) who conceded that teaching offers the opportunity to make a difference to the lives of so many young people. This view regards teaching as concerned with the moulding of human behaviour. Conversely, Petty, (2002) maintained that some teachers are not conscious that they are making such a big difference to society.

New education policy

The post-apartheid South Africa saw the introduction of the Outcomes Based Education Curriculum as a new system of education (Rudduck, 1991; Lemmer & Badenhorst, 1997). According to Lemmer & Badenhorst (1997) the new

curriculum requires teachers to reflect on the role they have to play in society and possible redefine the notion of what it means to be a teacher. In his analysis, Banks & Mayes, (2001) understood teachers as practitioners who are readily prepared to engage in change and implement.

Research studies indicate that implementing educational innovations is a process which requires time. In this programme of change, teachers need to reflect by reaffirming the principles that guide their practice and see what it is they wish to change and why (Marrow, 2007; De Bruyn et al. 2002; Ruddick, 1991). Lemmer & Badenhorst, 1997) echoes strongly on these arguments by contending that the introduction of the OBE curriculum signifies a programme of change among teacher professionalism, Their views are supported by Rudduck (1991) who points out that the context of change implies commitment from teachers to the values that give meaning to change.

De Bryn et al. (2002) further proclaimed that to change something, someone has to change first. Blankstein (2004) went on to ascertain that the human aspect of school change is the most difficult yet essential element for success. Rudduck (1991) proclaims that an important dimension of professionalism is the desire to go on extending one's knowledge and refining one's skills. Similarly, Campbell et al. (2004) is of the opinion that teaching today takes place in a world of rapid change and development, hence teachers are expected to raise levels of achievement in schools.

Gregory (2001:580) as cited in Blankstein (2004) encourages teachers to identify barriers and proceed with change: "I see most of the apparently formidable challenges to structural change in education as illusory. Many obstacles, even some scary ones, tend to evaporate when we muster the courage to push them aside. Most of the real obstacles to change are not "out there" but inside us. We each have our own collection of educational bogeymen who we are afraid to confront". This opinion is challenged by Harber (2001) who maintains that OBE inhibits professional commitment because the policy is being driven in the first instance by political imperatives which have little to do with the realities of classroom life.

One other challenge to teacher professionalism in South Africa is that teaching has become one of the more challenging professions (The Teacher, 2007). In his elaboration, The Teacher (2007) asserts that teachers do not only have to deal with a complex curriculum but also with a host of non-academic problems. For example, Marrow (2007) alleges that the social ills of families like poverty, illness, destitution etc need not fall under the duties of teachers whose principal function is to teach. Marrow (2007) further viewed schools as not sites for the delivery of a whole range of social services for the young. Another example is MEC Dugmore of Western Cape who mentioned in Transvaal Initiatives discussed in Education 2020 (pp22-25) "We expect from sister departments (nine government departments) – from health to environmental affairs and planning – and for each there is a brief description of how they might contribute". This is an unbearable workload which cripples professionalism among teachers because they feel so

used and acted upon (Rudduck, 1991). Cohen et al. (1997) maintains that many teachers have come into the profession with high ideals but these soon evaporate because of the imposed situations they have no control of.

This imposition causes the prevalent working conditions in South Africa to show the prospects for basic education for all in the near future to appear dismal. This view is echoed by the Norms & Standards for Educators (1998) who contend that South African teachers do, and will increasingly work in contexts for which they are not initially trained. This is evidenced by the introduction of OBE which was really a curriculum change process in which teachers were not fully involved (Harber, 2001). Supporting this argument is Coutts (1995) who indicates that teachers work for the government and have no choice in implementing its education policy. Moreover, studies indicate that there is a gap between policy and implementation. Teachers felt that there is a significant lack of administrative and curricular guidelines on the implementation follow up and organizational components associated with Curriculum 2005 (Marrow, 2007; Beckman, 1997).

Research studies further agreed that the existing conditions do not allow for pedagogical changes to take place. These studies challenged the extra pressures being imposed upon teachers because of the new system of education. These include the restructuring of the teaching itself; limited professional control; persistent overload etc (Cohen et al. 1997; Grobler, 2006; Harrison, 1992; Rudduck, 1991). Another concern is that of the language of innovation associated with OBE and NQF as too complex, confusing and

inaccessible for South African teachers (Harber, 2001). Rudduck (1991) concluded by indicating that teachers are not at the level of understanding, in principle, what they are trying to achieve and why they are trying to achieve it.

School culture

Jones et al. (2006) mentioned that the culture of different schools varies. He argued that some schools are supportive and develop a collegiate professional culture in which teachers discuss to improve matters of professionalism. On the other hand, some schools have a more closed culture in which it is hard for an individual teacher to ask for or to get support. This is the work situation which Cohen et al. (1997) regarded as simply a job and not a vocation. Support and monitoring should be provided by those with a line-management responsibility for the individual teachers. Jones et al. (2006) further understood the school with good staff development and performance management policies and process to make easier for both the line-manager and the individual teacher to embark on a programme of support. Research has indicated the following as negatively affecting teacher professionalism:

- Systems of monitoring pupil behaviour are weak,
- Systems for supporting teachers who are experiencing difficulties are non-existent or inadequate,
- The commitment to staff training and development is low (Cullingford, 1995; Jones et al. 2006; Roffey, 2004).

Time resources

Roffey (2004) argued that lack of time is a constant complaint in education. Having more demands than time available causes a great stress in teachers. Workload also threatens motivation when there is little time to do things properly.

2.7.3 Professional Autonomy

Professional autonomy is advocated as the rights of practitioners to design and shape the types of learning and continuous professional development activities they identify through evaluation and analysis of their practice (Campbell et al. 2004). Attesting to this definition is Dillon and Maguire (2001) who asserts that teachers need to derive a feeling of responsibility and control over their work as professionals. Robb (2007) maintained that teachers have traditionally been deprived their right to have input into curriculum decisions. Hence Bush and Middlewood (2005) suggest that teachers should be involved in decision – making and own the outcome of discussions.

According to Robb (2007), autonomy is one of the key features of professionalism as it allows how one does one's work. Teachers have a moral obligation to do the right thing and should not be forced because they are professionals. Medicine and Law are professions that tend to have greater autonomy than does the teaching profession. This is unlike teaching profession where teachers do not have autonomy in their work. This is shown by the introduction of policies which appear to allow little autonomy and ownership by the teachers even to the level of implementation (Campbell, 2004). This is further

stressed by MacBeath (1999) as cited in Campbell (2004) who recommends a balance between external and internal collaborators and evaluators, and for ownership and self-determination as key components of successful developments and successful schools.

Bagwandeem and Louw (1993) felt it essential for teachers to enjoy a high level of autonomy. They insist that autonomy would make teachers free from the bureaucratic system thereby exercising their duties without any interference and control. Supporting this argument is Coutts (1995) who asserts that autonomy is not necessarily a way of avoiding accountability. He accepts teachers as usually responsible and dedicated persons with a high sense of integrity. Dillion and Maguire (2001) therefore felt that teachers should participate in decision matters. Their participation will pave way for them to negotiate collectively in matters related to welfare, conditions of service and all matters affecting the effectiveness of teachers (Bagwandeem and Louw, 1993).

Research studies further revealed that teachers receive an uncertain status in society (Robb, 2007). To overcome this problem, teachers must be more assertive and resistant and argue for their beliefs and integrity of their professional judgments so as to continue to bargain for more power (Day, 2004).

2.9 CONCLUSION

This chapter has provided an overview of the perceptions on teacher professionalism by previous research studies .Although studies gave different views ,their common understanding was that professionalism among teachers is best defined by the kinds of actions that they undertake .The arguments raised indicate that teachers need to be supported with all the necessary means to maintain their professionalism .

The research methodology and design for this study will be discussed in the following chapter.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter aims to explore the research methodology and design that this study followed. This is, according to Mathews and Taylor (1998), a research work plan where data is acquired, stored and interpreted. Mason (1996) also cited that researchers use methodology techniques and procedures in an attempt to address the research questions of the study rather than relying on assumptions.

The main focus of the study was to investigate teachers' perceptions of their professionalism. This study therefore sought to answer the following research questions:

- How do teachers conceptualize and measure their professionalism?
- What are the teacher's experiences of their professionalism?
- What factors exert pressure on teacher professionalism?

3.2 RESEARCH APPROACH

The study adopted a post-positivist approach. Brannen (1992) defines a post-positivist approach as multiple research strategy used to describe the use of diverse methods in tackling a research problem. According Brannen (1992),

combining two research methods is a means of examining the same research problem and hence of enhancing claims concerning the validity of the conclusions that could be reached about the data. This view entails the assumption that data generated by the two approaches were to be integrated with one another.

Even though this study is primarily qualitative, some quantitative approaches were also necessary; hence the study is a mixed-method study (Tashakkori and Teddlie, 2003). A mixed-method approach involves the explicit use of both quantitative and qualitative methods in a single study. The advantage of this approach is that it allows the researcher to use the strengths of both methods to understand the phenomenon under investigation (Onwuegbuzie and Teddlie, 2003).

Tashakkori and Teddlie (1998) define mixed-methods research as those studies that combine the qualitative and quantitative approaches into the research methodology of a single study or multi-phased study. These multiple approaches are used in a variety of types of questions, research methods, data analysis procedures and/or inferential studies (Ibid). The fundamental principle is that methods should be mixed in a way that has complimentary strengths and so reduce any weaknesses.

There is much controversy as to the conditions under which mixed-methods research is used (Brannen, 1992). Some researchers refer to its application in

terms of the complementarity of the two approaches (Ibid). On the other hand, some see the combining of research strategies as a means of examining the same research problem and enhancing claims concerning the validity of the conclusions deduced from the data (Flick, 1998).

3.3 RESEARCH PARADIGM

The focus of this study was investigating teachers' perceptions on their professionalism in three selected Eastern Cape School. As teachers were to give meaning to their professionalism, it was necessary to approach this study using an interpretive paradigm. The researcher chose the interpretive approach because interpretation helps the researcher in seeking deep perceptions on particular events for theoretical insights (Bassey, 1995). The interpretivists believe in the descriptions of human actions as based on social meanings that people have (Cohen, Lawrence and Morrison, 2000).

From the introduction above, this study gave educators a voice to construct their own meaning of professionalism and what attracted them to teaching as a profession (Maykut and Morehouse, 1994). The teachers interpreted their actions by explaining themselves using words. Maykut and Morehouse further believe that words are the way that most people come to understand their situations. In this regard, teachers got the opportunity to construct their own understanding and meaning of professionalism. The researcher was then able to place real-life events and phenomena into some kind perspective. Blanche et al. (1999) further maintained that interpretive paradigm relates to taking people's subjective experiences seriously as the essence of what is real for them. It also

makes sense of people's experience by interacting with them and listening to how they construct their social worlds. This study therefore didn't focus on isolating and controlling variables but on extending the expression to help understand the social world in which teachers live (Brown and Dawling, 1998).

3.4 RESEARCH DESIGN

As has been implied above, two designs were used in this study, which were survey design and case study design respectively.

3.4.1 Survey design

Maykut and Morehouse (1994:2), explain that "survey design research is based on observations that are converted into discrete units that can be compared to other units by using statistical analysis". This is the counting and measurement of things. The aim of using this design was an attempt to look at an outsider's perspective of the problem (Prinsloo, Vorster and Sibaya, 1996). The researcher therefore applied this approach in order to get a painted picture as described by statistics of how teachers conceptualize and measure their professionalism. The researcher further viewed it significant including quantitative approach in this study as Kent (2007) indicated this approach as always concerned with a set of cases where the entities that are the focus of the research are of a particular type, for example, school teachers.

The use of surveys in this study provided contextual and biographical information that guided the interview process of the study. For instance, it was the survey stage that brought to the fore the teachers' influences of choosing teaching as a profession. This information guided the next data gathering phase, and provided quantified background data against which the study could be contextualised, and a quantifiable picture concerning the features of the teachers who chose teaching as a calling, those who were forced by their parents and those who did not see any other profession that they could follow. This study used two types of designs, namely a survey design as well as case study design. The survey was the first design to be used and was followed by the case study design as follows:

3.4.2 Case study design

Aaker et al. (1995) defines a case study as a comprehensive and analysis of a single situation. Similarly, Babbie and Mouton (2002) describes a case study as an intensive investigation of a single unit. This emphasizes that an individual unit is a defining characteristic of a case study. According to Kuper and Kuper (1996), the focus for using a case study is upon a naturally occurring social phenomena rather than an experimentally constructed activity or selected sample. Its importance is thick description which gives the researcher an understanding of content and situation. A case in this study was the investigation of teacher professionalism among three schools. This was a single case because it only refers to teacher professionalism. Gilham (2000) asserts that a case study

investigates an individual to answer specific research questions and seeks a range of different kinds of evidence.

Allan and skinner (1991) also referred to the case study approach as a way of organizing data so as to preserve the unitary character to the social object being studied. The unit of analysis in this study was composed of teachers in three schools representing other schools in the Butterworth district. Representativity is considered more appropriate in case study research because of its qualitative logic for the selection of cases for study (Huysamen, 1994). As a case study, this study was conducted in controlled conditions. This is a distinguishing feature of a case study as it is designed to investigate specific cases in-depth. In-depth investigation is done because it is characterized by a detailed examination of a series of related events which the researcher believes exhibit the operation of some identical theoretical principle (ibid.). This implies that cases may be chosen because they are atypical and pose greater explanatory power.

In his analysis of a case study, Allan and Skinner (1991) pointed out that the emphasis is on investigating contemporary phenomena in their real life context. To achieve this investigation, suitable resources and instruments are needed to carry out the research. In this instance, Huysamen (1994) talks of the researcher as a fieldworker who conducts the investigation on the spot under natural circumstances specifically when dealing with a group. This view is supported by Kuper and Kuper (1996) who contended that data is collected by direct presence in the site or face-to-face interaction with the subject. The researcher in this

situation is regarded as an instrument himself. On the site, the researcher dealt with the focus group using questionnaires, interviews and documentary sources. Questionnaires were used as the first source of data collection in each of the three schools. The mere aim was to obtain factual information on how teachers perceive their professionalism. All the teachers in the three schools were included in the questionnaire survey. The researcher conducted a self-administered questionnaire with all the individual teachers in the schools. The completion of questionnaires was done by the researcher himself with the respondents' direct responses.

And as already been mentioned earlier in this chapter, the research questions of this study were such that more qualitative methods were used.

Qualitative approach

Qualitative approach has been appropriate for this study. This was because the researcher attempted to gain an in-depth understanding of a situation under which teachers experience their profession. According to Holliday (2002), qualitative studies set up research opportunities designed to lead the researcher into areas of discovery within the lives of people he is investigating. Carson, Gilmore, Perry and Gronhaug (2001) also assert that using qualitative approach will help the researcher to gather data which provides a detailed description of events, situations and interaction between people and things and providing depth and detail. This means that qualitative approach is concerned with things that really happen in organisations as researchers and people experience them.

Sarantakos (1998) maintained that, in qualitative research, data collection involves a dynamic process of gathering, thinking, evaluating, analyzing, modifying, expending, gathering further and thinking again. This is in addition to the fact that data collection in qualitative research is geared towards natural situations, everyday-life worlds, interaction and interpretation, hence the researcher has to organize this element of investigation to meet these methodological requirements. Beyond this notion, the qualitative researcher is engaged in the research situation or problem and is more tolerant, flexible, permissive and understanding. This ultimately shows that the nature of qualitative research dictates that the researcher employs means and techniques that are closer to the research situation, so that the everyday-life situation is reflected fully and clearly in the findings.

According to Maykut and Mohouse (1994), to understand the world under investigation, people's words and actions are used by qualitative researchers. The qualitative researcher therefore attempted to capture the social settings of teachers by what they say and do (1bid). This was a kind of situation where teachers interpreted the world around them. The opportunity was for the researcher to understand the situation as it was constructed by the teachers. In acknowledging this view, Holliday (2002) maintained that qualitative research methods look deeply into behaviour within special social settings rather than at broad populations. Using qualitative method further invoked the need to discover as much about the information teachers provide as about the information itself.

According to Babbie and Mouton (2002), the emphasis of qualitative research is for the researcher to attempt to study human actions from the perspective of the social actors themselves. The implications are that the researcher needs to position himself to describe and understand rather than explaining human behaviour.

Aaker, Day and Kumar (1995) maintained that certain research prospects in qualitative research cannot be observed and measured. It is for this reason that Babbie and Mouton (2002) insist on emphasizing on the researcher to know the actors perspective (the insider). These sentiments were echoed by Aaker et al. (1995) who suggested that the qualitative researcher should develop a longer, more flexible relationship with the respondent so that the resulting data have more depth and richness of content. This also means a greater potential for new insights and representatives. Hence Babbie and Mouton (2002) further saw the primary aim of qualitative research as in depth descriptions and understanding of actions and events. Straus and Corbin (1991:17) as cited in Chabanga (2004), concluded by stating that “by qualitative research we mean any kind of research that produces findings not arrived at by means of statistical procedures or other means of qualification.” The researcher then chose to work within the qualitative approach with the aim of receiving perceptions from the teachers themselves who have to narrate their own experiences and interpretations pertaining to the area of study.

3.5 RESEARCH INSTRUMENTS

As has been indicated earlier on, this study made use of both quantitative and qualitative research instruments as follows:

3.5.1 Questionnaires

3.5.2 Interviews

3.5.3 Documentary analysis

3.5.1 Questionnaires

Questionnaires were the first instrument to be used by the researcher. According to Hussey and Hussey (1997), a questionnaire is a list of carefully structured questions chosen after considerable testing with a view to eliciting reliable information from chosen sample. These questions were drawn to collect the precise data that was required by the researcher to answer the research questions in order to achieve the research objectives (Saunders, Lewis and Thornhill, 1997). The aim of using these questionnaires was to find out what the teachers do, think and feel (Hussey and Hussey, 1997), and attempted to answer the following research questions:

- How do teachers conceptualize and measure their professionalism?
- What are the teachers' experiences on the professionalism?

The researcher surveyed twenty eight (28) teachers. There were ten (10) teachers in the first and the second school and eight teachers in the last school.

3.5.2 Interviews

The interviews were used as a second instrument in this study. Nine (09) teachers were interviewed from three separate schools, three (3) teachers from each school. According to Maykut and Morehouse (1994), interviews are data production strategies conducted by the researcher with the respondent to move beyond the surface talk to a rich discussion of thoughts and feelings. These were in-depth interviews which put emphasis on the depth and richness of information from the teachers under study (Aaker and Day, 1990). The main focus for using interviews was to see the world through the eyes of teachers as participants in this study. Maree (2007) contended that using interviews as methods of data collection always help the researcher to understand the participants' construction of knowledge and social reality. Hence, Blanche et al. (1999) understands interviews as giving the researcher an opportunity to get to know his population quite intimately so that he can really understand how they think and feel.

These in-depth interviews were done after the questionnaire phase with a view to probe further on the respondents' responses. For instance, from the surveys 43% of the teachers reported to have chosen teaching as a profession because of the belief that it was a calling to them, while 36% chose teaching as the only available job and 21 %was forced by their parents to choose teaching. As these respondents gave different reasons for choosing teaching, the interviews therefore were meant to explore these responses in more depth. By using interviews, the researcher attempted to answer the following research questions:

- How do teachers conceptualize and measure their professionalism?
- What are the teachers' experiences on their professionalism?

Teachers to be interviewed were selected according to the following criteria: one (01) HOD in one school, one (01) temporal teacher in one school , one (01) teacher with M.Ed qualification in one school ,three (03) post level one male teachers from separate schools and three (03) post level one female teachers from separate schools .The types of interviews used were semi-structured interviews. As already mentioned above, the researcher had only a list of topic guides with no questions written in advance. This list of topic guides was tailored to probe avenues of exploration that seem to be yielding information relevant to the topic being studied (Bailey, 1994). Hence the questions were open-ended to provide flexibility and allow for unanticipated responses. The researcher therefore anticipated this flexibility to result in questions that are really a long series of probes that can investigate deeply into the subjective areas of the respondents mind in an attempt to discover their real feelings and motives.

Semi-structured interviews

Semi-structural interviews is a method where the researcher does not pose pre-written questions but makes reference to an outline of the topic to be covered during the course of the conversation (Corbett, 2002). The researcher simply made a list of questions as guidelines. The aims of the interviews were to follow up on trends and patterns emerging from the questionnaires. The researcher

further attempted to get an in-depth understanding of the issues that emerged in the questionnaires.

The researcher therefore used this kind of an interview as a technique to reveal issues which can be explored in more depth (Brown and Dawling, 1998). Since the interviews were corroborating data emerging from the questionnaire, they allowed depth to be achieved by providing the opportunity to probe and expand the respondent's responses (Welman and Kruger, 1999). It is this flexible version of questioning which investigated deeply into the subjective areas of the teacher's minds in an attempt to discover their real feelings and motives.

The researcher used broad yet focused questioning to get in-depth discussion on the content and various components of the topic in anticipating to explore what teachers really understand about their professionalism (Litoselliti, 2003). This entails that the researcher provided room for negotiation, discussion and expansion of the interviewee's response. Maree (2007) asserts that semi-structured interviews allow probing and clarification of answers. This in-depth characteristic offers the best means of identifying the meanings held by teachers (David and Sutton, 2004).

3.5.3 Documentary analysis

Document analysis refers to any written materials that contain data about the phenomena the researcher wishes to study (Bailey, 1994). The researcher therefore intended to use this section to corroborate the evidence received from the investigated teachers (Maree, 2007). The focus was mainly on all written

communications that shared light on the phenomenon being studied (ibid.). Documents used include minute book for the teaching staff, minute book for the school governing body and a school policy document.

These documents were used to explore discussions and conceptualization and policies around teaching professionalism in the selected schools. Documents are a primary source of information as they have a direct relationship with the people, events and situations that are studied. They are therefore written texts which relate to some aspect of the social world to be studied (Welman and Kruger, 1999).

The minute book for teachers was the major document indicating the progress of the school. All major decisions taken were written down. The researcher believed that this document carried all the evidence about the school progress from the first to the last day of the school calendar year. Debates and interpretations of events in this book were around the meaning of teacher professionalism (Sachs, 2003). The minute book for School Governing Body indicates negotiated meanings, events and processes to engage teachers in the broader project of teacher professionalism. Parents were mostly concerned with professionalism and de-professionalism in the teaching fraternity. Their attempts in governing the school for the achievement of professionalism are a matter of reference to the SGB constitution and policies drafted.

The school policy encompasses all the rules and regulations that should be followed in the school. This document is negotiated democratically to avoid any deviations from the decisions taken. All the practices representing the school and

malpractices are noted down in the school policy. According to Bottery (1996) as cited in Sachs (2003), teachers need to understand their practice and what would make it more successful. The researcher therefore believed that all the documents used in the study were conclusively concerned with the conceptualization of teacher professionalism.

3.6 RESEARCH SAMPLING

The researcher used purposive sampling in selecting both the schools and the respondents. Bailey (1994) defines a sample as a subset of the total population. The sampling plan therefore describes how the sample or subgroup is to be selected (Aaker and Day, 1990). According to Maree (2007), purposive sampling allows the researcher to select participants because of the defining characteristics that makes them holders of the data needed for the study.

Sampling of research sites

The researcher selected three schools for the study based on the purposive sampling technique. All these schools were Junior Secondary Schools from grade 1 to grade 9. They are situated in rural locations and fall under the same district circuit, namely Butterworth District. In all three schools, teachers were all South Africans; whose Home Language is IsiXhosa. Furthermore, all the selected schools have teachers with diverse age groups and diverse educational qualifications. In selecting these schools, the researcher felt that he would collect the richest possible source of data that should answer the research questions.

The researcher also took note of the fact that all the three schools were conveniently situated at a close proximity to each other. These sites were further selected because the researcher established contact with the schools beforehand as he is also a teacher at a neighbouring school. This situation allowed the individual teachers in the research sites to co-operate willingly.

Sampling of respondents

During the Second Phase of the research which was a survey investigation, all teachers (males and females) in the three selected schools participated. The respondents included the Principals, HODs and assistant teachers, in either a permanent or temporal status of employment. The respondents also had diverse levels of education and varied teaching experience.

However, during Phase 3, which was through an in-depth investigation (semi structured interviews), the researcher selected three teachers in each of the three schools. The three teachers per school constitute 30 % of the total number of teachers sampled for the study. The teachers selected were in three groups into three categories : category one were teachers who joined teaching as a calling, category two were those who took teaching because it was the only available job and category three were those that were forced by parents in joining the teaching profession. In each category the respondents included the Principals, HODs, Teachers from Level 1 as well as temporal teachers. The respondents also had diverse levels of teaching experience and professional qualifications.

The minimum number of three teachers per school gave the researcher an opportunity for extensive probing of every single respondent to express his or her

detailed belief and experiences on the topic. The responses explored are as a result of the respondents' answers from a survey investigation. As already mentioned, the teachers selected were employed at different levels in the schools such as being the Head of Department (HOD); Post level one educators and being employed on a temporal basis. This difference in their categories of employment provided different perspectives on how teachers conceptualise, measure and experience professionalism. Furthermore, the teachers selected varied in terms of their demographic (age, gender) and biographic (...) factors.

3.7 NEGOTIATION OF ENTRY INTO THE FIELD

The researcher negotiated entry into the field by means of a letter asking for permission to conduct the research. This letter was obtained from the Supervisor (Appendix 2). It was a letter from the University addressed to the district office and the school principals for permission to conduct the investigation with the school teachers. The researcher therefore personally negotiated his entrance to all the relevant institutions with the assistance of the letter from the supervisor. The District Manager verbally agreed with the researcher to carry on with the study. After successful negotiations with the District Manager, the researcher duplicated the letter and sent it to the school principals. The researcher further went out of his way to physically contact the schools and personally explained the purposes, procedures and processes to be followed when conducting the study. The researcher further asked for permission from the school principals to negotiate directly with the school teachers to be studied. All the teachers were more than willing to participate in the study as they saw the opportunity to talk

about their teaching experiences and identify areas needing development. The teachers also saw no harm in participating as they know the researcher.

3.8 PHASES OF DATA COLLECTION

This section aimed at revealing how the researcher collected data for the study. According to Mouton (1996:67), “data collection involves applying the measuring instrument to the sample or cases selected for the investigation”. This is further described as a form of generating and recording data which is not out there from the researcher’s chosen data sources (Mason, 1996, David and Sutton, 2004).

Data collection for this study was done in four phases such as:-

- Phase 1
- Phase 2
- Phase 3
- Phase 4

The piloting stage informed the questionnaires which in turn informed the interview phase. These three phases were mostly forms of structural interactions with the population under study. In this way, the researcher hoped to collect data that where more likely to be reliable than without using instruments (Mouton, 1996).

3.8.1 Phase 1

This phase was characterized by the piloting of instruments. The instrument piloted was the questionnaire. According to Briggs and Coleman (2002), all data collecting instruments have to be piloted. In this instance, the researcher designed his own questionnaire. There was no stage where the researcher has met a similar study investigating about the topic.

In pilot testing the questionnaire, the researcher considered the following factors: the research questions, research objectives, the size of the research project, the time and resources available for the study design and procedures. The significance of this feedback indicated the reason why it was vital to carry out a pilot study with a sample the researcher wished to investigate in the main study.

Oppenheim (1992), described piloting as the questions which must be tried out before hand by the researcher to the population under investigation to make sure they work as intended. Similarly, McBurney (1990), viewed piloting as a tentative small scale study in which the researcher aims to pre-test and modify study design and procedures. For valuable use, the process of piloting was the first phase of data collection. The main intentions were to get feedback from the respondents concerning their interpretation of the questions. This is why it was vital to carry out a pilot study with a sample which matches the profile of the sample the researcher wished to investigate in the main study. Briggs and Coleman (2002) also contended that a similar group to the main population must complete the pilot questionnaire and provides feedback.

Having acknowledged piloting as a small scale replica and a rehearsal to the main study, the researcher used it to fulfil the following purposes:

- To estimate the costs and duration of the main study and test the effectiveness of its organization,
- To test the research methods and research instruments and their suitability,
- To show whether the sampling frame is adequate,
- To estimate the level of response,
- To gain information about how diverse or homogenous the survey population is,
- To familiarize the researcher with the research environment,
- To give the researcher an opportunity to practice research in the real situation and before the main study begins,
- To test the response of the subjects against the method of data collection and through the adequacy of its structure (Briggs and Coleman, 2002; McBurney, 1990; Oppenheim, 1992).

In this context, the pilot study aimed at establishing whether the respondents were accessible, whether the sites were convenient, whether the techniques of data collection generated enough information, whether the plan was well adjusted and whether any changes or adjustments were needed. In a nutshell, the purpose of the pilot study was to discover possible weakness, inadequacies, ambiguities and problems in all aspects of the research so that they can be corrected before the actual data collection takes place.

The researcher piloted the questionnaire to teachers known to him as colleagues and friends. These questionnaires were hand delivered by the researcher himself. Nothing was taken for granted in the questionnaire as its structure was constructed to be clear and easy to respond. The researcher piloted the question lay-out on the page, the instructions given to the respondents, the answer categories and the question numbering. The researcher then collected the pilot questionnaires from the respondents after completing them. It is under these circumstances that Babbie (2001) ascertains that the pilot findings will not represent any meaningful population but the test run which will effectively uncover any peculiar defects in the questionnaire. This situation was therefore considered a pre-test rather than a final study. The researcher also used the pilot work to find out bugs in the procedure which would hinder the investigation (McBurney, 1990). McBurney goes on to point out that an excellent design of the study is achieved by researchers who do an extensive pilot research.

From the pilot study the researcher learnt the following:

- The respondents, irrespective of their educational qualifications, were not very eager to fill in all the questions. As a result, the researcher decided to administer the questionnaires on his own during the Phase 2 of data gathering,
- Giving questionnaires to respondents to fill in was time consuming, as the researcher had to go and fetch them and sometimes were found uncompleted.

- Some of the questions were not very clear and sometimes ambiguous. As a result, the researcher had to improve such questions.

3.8.2 Phase 2

Phase 2 focused on the administration of questionnaires. The questionnaires were self-administered by the researcher to the respondents. Self –administering the questionnaire made it easier for the researcher to explain the contents of the questionnaire to the respondents. The researcher met some respondents in schools and others in their residential places. All the respondents showed positive attitude and willingness to participate in the study. Only one respondent entertained fears of talking about her school but after explanation from the researcher, things became normal. The researcher decided to administer the questionnaire personally because teachers were not so keen in completing the pilot study. There were gaps left unattended in the pilot questions. There were also areas with vague responses whereby language was ambiguous and statements were also not supported. This decision was taken to make sure that all the questions in the questionnaire are answered correctly and because teachers are lazy to right down. The researcher used his own handwriting in completing the responses from each respondent. Both English and Xhosa were used as a medium of communication with the respondents. The participants had an option to choose and to respond in any of the two languages in which he or she would feel comfortable with.

All the respondents selected in the schools, willingly took the part in the survey questionnaire. They showed a lot of interest in participating in the study hence they had no problem whether the researcher met them in their respective schools or in their residential places. The questionnaires were phrased in a way that the respondents could easily understand. More over the researcher was administering the questionnaire so that he could give clarity where necessary without rephrasing the questionnaire. All the individual participants were asked the same options for each question. The questions were worded identically and presented in a set order. Since the researcher was using his own hand writing in completing the questionnaires, the sessions were not time consuming. They were mostly finished when the respondents start to show the signs of fatigue.

3.8.3 Phase 3

The 3rd phase dealt with the interviews as data collecting instruments. These were semi-structured interviews aimed to follow up on trends and patterns emerging from the survey questionnaires. The researcher had no pre-written questions but only had a list of topic guides. The open structure of the interviews ensured that unexpected facts can be pursued easily in order to emphasize depth and richness of information from the respondents. Welman and Kruger (1999) understood the semi-structured interviews as a much more flexible version of the structured interview. There was much opportunity on the part of the researcher to probe and expand the respondent's responses.

The interviews were conducted with 30% of interviewees in each of the three schools. The researcher ensured that all the interviews were conducted in the same way. The essential task of the researcher was to create a friendly but professional atmosphere when conducting the interviews. These were face-to-face interviews with individual teachers which required some pleasantry atmosphere. The initial step of the researcher was to negotiate the use of tape recorder with individual respondents in order to record all the interview sessions. According to Maree (2007), the tape recording of the interview session will produce the most complete record of what was said. The use of the tape recorder was also accompanied by the taking of the field notes. This was done in order to review the answers after finishing the interview.

During the interview sessions, the researcher read the topic guide exactly as written. The major topics were linked to or in reference to the previous encounter during the survey questionnaire. The questioning allowed room for the respondents to give out his/her thoughts and feelings about the topic in question. Where there was an incomplete or too brief response, the researcher would ask the respondent to explain a little more. The researcher was more attentive to the responses from the participants so that he could identify new emerging lines of inquiry that are directly related to the phenomenon being studied. These new emerging lines of inquiry were then explored and probed. The researcher kept on motivating those who were reluctant to respond in some parts of the questioning.

The overall picture was that the respondents were keen to respond to the interview questions because the questioning required their own opinions.

3.8.4 Phase 4

The fourth phase was characterized by the analysis of documents. This usage of documentary analysis was negotiated by the researcher through the school principal.

The researcher was interested in analysing documents such as a minute book for the teaching staff, a minute book for the school governing body and a school policy document. These documents were analysed to corroborate evidence received from the teachers investigated because they provide the context and culture of the institution. This assignment was carried out on all the three schools under study. According to Brown and Dawling (1998), documents are an outcome of everyday activity. They therefore provided the researcher with the sort of data that are most likely to be used in answering the questions posed by the topic.

The consent to analyse the documents from the schools was characterized by the strict monitoring by the school principals. Whenever the researcher used the school documents, the principals were always present who would even pointed the researcher to what they thought was the relevant information the researcher was looking for. The principals even commented that they were doing so as they consider minute books to be containing sensitive matters which were confidential

to the schools only. Nevertheless, the researcher analysed these official communicating documents as they shed light on the phenomenon being investigated. The minute book for teachers was considered as the most vital document in the running of the day to day activities for the school. It is for this reason that Sacks (2003), acknowledged debates and interpretation of events in this minute book as providing the meaning around teacher professionalism. The information contained in the staff minute books included agendas, announcements, minutes of meetings and other written reports. Although shallow in content, they indicated the first hand account of professional work of teachers such as allocation of duties, year programmes, exam results and report events.

The use of the minute book for the school governing body was also vital for the study. Those areas which the researcher was allowed to view portrayed the role of the parents in the governing of the school. This document indicated the SGB constitution as an important tool binding members in the running of the school affairs. The SGB members were parents, teachers and learners combined as stipulated in the South African Schools Act, with the parents forming a higher number in membership. What was clear in the agendas, minutes and reports were democratic decisions aimed at developing schools into areas of professional work. There was a correlation between the minute book for teachers and the SGB minute book because all school reports, teacher and learner attendance, exam results and financial reports were written separately.

Most of the records in these documents showed the concern to assist in building a portrait of an individual. On the other hand, the school policy document was binding everybody. The School policies also shared sentiments with the prior mentioned documents. The School policies also shared sentiments of times for different activities and how different policies entailed in the major document were carried out. A clear distinction here was the allocation of times for different activities and how different policies entails in the major document were carried out. A line of authority was another important issue stated such as who has powers to do what, when and how. All the documents analysed generally provided evidence that narrates the details of the professional lives of teachers.

3.9 ADMINISTRATION OF RESEARCH INSTRUMENTS

This section aims to unpack the journey taken by the researcher in using the research instruments. The instruments used in the study are equally applied in both quantitative and qualitative methods of approach. The instruments that were used are:

- Questionnaires
- Interviews
- Document Analysis

3.9.1 Administration of surveys

The questionnaires were the first instrument to be used by the researcher. The researcher administered the questionnaire himself to the individual respondent. The researcher met the other respondents in their residential places during June school holidays. On administering the questionnaire, the respondents were only responding verbally to the questions without writing them down. The researcher used both English and Xhosa to explain the questionnaire in areas which needed clarity. Most of the respondents were also mixing both languages when responding with most of them feeling comfortable when responding in Xhosa. The researcher had a task of translating the response in English when completing the questionnaire. The teachers were generally interested in responding to the questionnaire. According to most of them, the questionnaire was a bit long as they kept on asking when we were about to complete during the final stages of the questionnaire. Nevertheless, it filtered through that the respondents had issues in their professional work that they were not satisfied with. This was shown by their eagerness and enthusiasm in their responses.

3.9.2 Administration of interviews

The researcher had earlier negotiated place and time to conduct the interviews with the participants. Some were comfortable at school while others had no problem in their residential places. The researcher also negotiated the use of the tape recorder in recording the interviews whilst at the same time taking the field notes. These interviews were conducted on a one-on-one basis between the

researcher and the participant. The researcher made sure that the atmosphere was pleasant and welcoming before starting the interview process. The researcher switched on the tape recorder immediately when starting the interview process. The researcher was also at the same time ready to take field notes.

In these semi-structured interviews, the researcher used an interview guide with specific questions that were organized by topics as follow up to the survey questionnaire. These questions were not necessarily asked in a specific order. The flow of the interview rather than the order in a guide, determined when and how a question was asked. Depending on the responses from the respondents which on many occasions required probing as the interview progresses, a question previously planned for late in the interview was sometimes asked earlier. The researcher noticed that respondents often answer a question before it was asked. This happened during questioning and probing. In such situations, the researcher rephrased the answered question.

The scheduled time for the interviews did not last according to the expected amount of time with single respondents. The variation of time taken depended on how the interviewees were able to express themselves and also probing from the researcher. During the process, the researcher maintained active listening and let more talking done by the respondent. The researcher also noted that follow-up questions ended up being as important as the questions in the original interview guide.

The progress of the interviews was characterised by a positive atmosphere in which the respondents appeared relaxed, at ease and sharing their experiences with the researcher. This might have been caused by the provision of an overview of the purpose of the interview by the researcher and also the fact that the researcher had earlier met the respondents during a survey questionnaire. The participants were therefore at ease to talk to the researcher. The researcher ended the interviews by switching off the tape recorder and stopped taking field notes. These were friendly interactions which ended with some care, smoothly and in a friendly atmosphere. To ensure the spirit of trust and mutual respect, the researcher informed the respondents how much their contributions to the research study and to the profession were appreciated.

The researcher ensured that all the interviews were conducted in the same way to all the participants. In ensuring this, the same questions asked were posed in the same way in order to ensure that each respondent understands the question in the same way. For the purposes of recoding the interview process, the researcher received permission to record the interviews from the participants before starting the recording. The researcher was fortunate that all the participants were comfortable with the recording as they were all known to him. He believed that using a tape record was to save time and also avoids distracting as in writing. The use of the tape recording also produced the most complete record of what was said by the interviews. The researcher did not end up recording through the tape recorder only but also took field notes. This was done

in order to review answers and ask additional questions at the end of the interview session.

3.9.3 *Documentary analysis*

The researcher conducted documentary analysis after finishing with the interviews in each school. The documents analysed were a minute book for the teaching staff, a minute book for the school governing body and a school policy documents. These documents were analysed to respond to the following research questions:

- How teachers experience teacher professionalism?
- How do teachers measure and conceptualize their professionalism?

To have access to the documents, the researcher negotiated through the principals of schools. All the principals understood that the researcher was a genuine student researcher because of the letters the researcher had earlier given them seeking permission to conduct the study from the university. In all the sites visited by the researcher, there were some aspects of the minutes which the principals considered confidential. These sections were not made accessible to the researcher. In the true spirit of social research, the researcher respected the principals' wishes. These wishes included the condition that the researcher could peruse the school books only in the presence of the principals.

On analysing the documents, the researcher found that the topics and subtopics under discussions were interesting and meaningful. The only difference was that the minutes of the topics discussed did not produce quality work as they were rather shallow in content. Some areas or sentences written down were left incomplete. Another common area was that the documents did not reflect hot debates and discussions. Both minute books for staff and SGB reflect that there was a lack of understanding on how to write the minutes. This was revealed by the absence of the adoption of the agenda, credentials, absence of the reading of the previous minutes and matters arising and also the incomplete statements which seemed important to the matters under discussion. Minute books for teachers used both English and Xhosa while the SGB minute books were written in Xhosa. Documents for school policies were written clearly indicating how things should be done. Different school policies were encompassed in one note book in all the schools. The school policies didn't reflect who were the co-coordinators and were also not clear as to when certain activities were carried out.

Generally, the documents were of value to the activities and conduct of the schools although they did not provide an accurate picture of events. During the process, the researcher was recording all the information related to the study. On completion, the researcher shared with the principals the highlights of what was recorded. These were the last stages of the study where the researcher thanked the principals and their staff for their full support and sharing during the study.

3.10 DATA ANALYSIS

This was aimed to inform the reader about the ways data were analyzed. The researcher analyzed data collected through surveys, interviews and documents as indicated in the following sections.

3.10.1 Survey analysis

The researcher used a manual processing when analyzing the survey data. Through this form of analysis, the researcher used tables to present data. Tables contain a vast amount of information. They enable the researcher to gain an overall view of the findings, to identify trends and to display relationship between parts of the findings.

The information collected about the profiles of the respondents was gathered in one table. This information was depicted in the table according to the three schools: A, B, and C.

The information on the table was able to tell the story about the respondents in all the three schools (Appendix 3). The researcher further analysed the surveys according to the variables into which teachers belonged as emerged from the data. These variables were structured and analysed according to theme one and theme two. Theme one asked the perceptions of teachers as regards a professional teacher. Theme two looked for factors contributing to teachers putting their profession into disrepute. According to Bailey (2007), themes are

recurring patterns, viewpoints and concepts that might result from the analysis of data. This thematic analyses work most effectively when the researcher seek themes that address the research questions and explore links among them.

3.10.2 Interview analysis

Interviews were analysed in order to interpret and understand the experiences and meaning attached to the data from the perspectives of the participants (Bailey, 2007). This interview analysis took place after the data was collected. The researcher transcribed the data from the tape recorder on to the paper. The data from the tape recorder was then compared with the field notes taken during the interview process. This information was compiled to form one data which was then reduced and analysed in an attempt to identify trends and patterns.

The form of analysis used was a narrative analysis. According to Bryman (2004), narrative analysis is an approach to the elicitation and analysis of data that is sensitive to the sense of temporal sequence that people detect in their lives and surrounding episodes and inject into their accounts. In his elaboration, Bailey (2007) understood the narrative analysis as the procedures for analysing the stories, or narratives told the participants. The researcher then analysed the data in order to give a single story about responses from the participants. This data analysis was linked to the survey analysis. This was done because the surveys were carried out as facilitators to the interviews. In this survey analysis, the researcher was supported by his supervisor and co-supervisor.

3.10.3 Analysing school documents

The researcher analysed three documents from each school such a minute book for teachers, a minute book for the school governing body and a policy document. The documents were analysed to get information that was likely to answer the questions posed by the research topic. The researcher had no problem in accessing the documents with only restrictions to a few pages of the documents which contained school confidential information.

On reading the documents, the researcher was taking notes which he revisited after data collection. The researcher analysed the data to see if there was meaning and relationship required to answer the research questions.

3.11 TRUSTWORTHINESS

Trustworthiness refers to how the researcher specified terms and ways of establishing and assessing the quality of this qualitative research (Bryman, 2004). This act of trustworthiness allowed the researcher to carry the study along the lines of good practice by ensuring that he has correctly understood the social world under investigation. This was done through feedback after the interviews by relaying to the participants about the data that has been collected.

During data collection, the research ensured that he has collected the rich accounts or thick description of the details of the teachers. Then, complete records from all phases of the research process were kept by the researcher. These records were kept for auditing purposes. Finally, the researcher ensured

to act in good faith by not allowing his personal values or theoretical inclinations to sway the conduct of the research. This was ensured by not changing or new information from what was collected from the respondents.

3.12 VALIDITY AND RELIABILITY

The researcher had also ensured validity and reliability in the study. Validity refers to the degree to which the research conclusions are sound (Blanche, Durrheim and Painter, 1999). To ensure validity, the researcher used tried and tested measures and statistical techniques to ensure that accurate conclusions can be drawn from the research results. Reliability as another evaluation of measures of concepts refers to the degree to which the results are repeatable (ibid.). This was ensured by the consistency of a measure of a concept because the respondents scored similarly on reliable measures on numerous occasions. Through this form of measurement, the accuracy and conclusiveness of the findings were indicated.

3.13 ETHICAL CONSIDERATIONS

This refers to the protection and respect given to the participants in the study (Blanche et al. 1999). The researcher ensured that the research practice will not in any way cause harm to the participants. In ensuring this, the researcher obtained informed consent from the participants. By informed consent, the researcher refers to the participants given enough time to consider their participation in the research (David and Sutton, 2004). Furthermore, the participants were fully informed about the purpose of the study and about the

involvement and time required for participation. Every participant's right such as the right to withdraw from the study were stated clearly. At no point were the respondents enticed by any incentives for participation in the research.

The researcher also made sure that the issue of anonymity was vital for the study. By anonymity, the researcher refers to the situation where the identity of the respondents and the research sites were not revealed. Privacy and confidentiality was guaranteed through the use of pseudo-names for the respondents and the use of letters A, B, and C as school names.

3.14 NEGOTIATING IDENTITY AS A PRINCIPAL AND BEING A RESEARCHER

As the researcher has indicated elsewhere in this thesis that he is the principal in one of the schools in the Butterworth District, locating the selected schools was not a challenge. All the selected schools were therefore the researcher's neighbouring schools. This neighbourhood status made the researcher aware of the general school cultures that characterised the selected schools (Duku, 2007). Furthermore, most of the respondents were known to the researcher. Most of the respondents in these schools called the researcher by his clan name which resulted in others even forgetting his surname and also his status as a principal.

In preparing to enter the field, the researcher negotiated his identity through the use of a letter from his research supervisor at the University of Fort Hare as

indicated in Chapter 3. This letter referred to the researcher as a student researcher asking permission to conduct his study in schools A, B, and C. The letter also indicated his full name and his student number. The researcher duplicated the letter into four copies to hand over to the Circuit Manager and the three schools under study. When the researcher went to the field, the researcher submitted the letters to the principals informing them that the Circuit Manager has verbally agreed to him to negotiate his entry with the school principals. The researcher also took the opportunity to show his student card to the principals to allay fears that the researcher may be pretending to be a student researcher. After submitting the letters to each principal, the researcher asked for a ten minute presentation with all the school teachers in order to directly negotiate with them. During this presentation the researcher introduced himself, explained the reasons for his visit and the purposes and the procedures to be followed when conducting the study. Most of them seemed to be at ease with the researcher and some even teased him as to why he was still studying while he had the “enviable” status of a school principal.

3.15 CONCLUSION

Chapter three dealt with the methodology of the study. This covered the case study and survey designs as both qualitative and quantitative research paradigms, data analysis, quality and rigour of the design, ethical issues, issues of validity and reliability, limitation of the study and negotiating identity as a principal and being a researcher.

The next chapter dealt with data analysis.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4. INTRODUCTION

The aim of this chapter is to present data that have been gathered through the use of questionnaires, semi-structured interviews and documentary analysis. These tools aimed at responding to the research questions of this study that aimed to investigate teachers' perceptions of their professionalism. Specific research questions are:

- How do teachers conceptualize and measure their professionalism?
- What factors exert influence on teacher professionalism?
- What are the teachers' experiences of their professionalism?

The chapter is structured as follows:

Section 4.1: Profiles of respondents

Section 4.2: Analyzing and discussing data in response to the research question:

How do teachers conceptualise and measure their professionalism?

Section 4.3: Analysing and discussing data in response to the research question: What factors exert pressure on teacher professionalism?

Section 4.4: Analyzing and discussing data in response to the research question: What are the teachers' experiences of their professionalism?

Section 5: Summary

Section 4.1: Profiles of the respondents

Table 4.1:

School	Gender		Age Group				Qualifications			Teaching Experience				Reasons for joining The profession		
	M	F	26-35	36-45	46-55	56-65	Diploma	1 st Degree	Hons and Above	0-10 yrs	11-15 yrs	16-20 yrs	21 yrs and above	Calling	Only job	Forced by parents
A	4	6	2	5	1	2	5	3	2	2	3	2	3	6	2	1
B	4	6	2	6	2	0	8	1	1	2	5	1	2	3	4	3
C	3	5	0	4	2	2	7	0	1	1	1	3	3	3	4	2

Table 4.1 above indicates that 28 teachers from three (3) schools participated in the survey design of this research. Out of this population, more females than males participated, seventeen (17) were females and eleven (11) were males. This data, however, show that there were contrasting views when it came to the meanings teachers attached to their professionalism. This table also indicates diversity in terms of age groups. It, however, shows that the age group of 36-45 dominated with fifteen (15) teachers while five (5) teachers were between 46-55; four (4) were between 26-35 and another four (4) were between 56-65. With regards to the age groups, similarly there were no outstanding differences with regards to how they viewed their professionalism as well as their experiences in the field of teaching. With regards to their educational qualifications, all the respondents possessed appropriate qualifications with a high number of teachers, twenty (20) having obtained a teachers diploma, four (4) obtained the first degree and four (4) obtained an honours degree and above. With regards to teaching experience, five (5) were between 0-10 years, nine (9) teachers had between 11-15 years, six (6) were between 16-20 years and eight (8) were

between twenty one (21) years and above. Previous research studies on teachers' perceptions of their professionalism accessed used the following variables: gender, age, qualifications, their localities and teaching experience to construct teachers' identities (Brighouse and Woods, 1999; Roffey, 2004; Campbell et al. 2004). In this study, teachers' identities were informed by the different reasons they chose teaching as a profession.

Table 4.1 indicates the different reasons the respondents chose teaching as a career. Out of the population, twelve 12 reported to have chosen teaching as a calling, whilst ten (10) chose teaching as the only available job. The least number of respondents six (6) were forced by the parents into choosing teaching as a career. The following sections of this chapter will indicate some similarities and differences the respondents from the three categories attach to their profession.

Section 4.2: Analysing and discussing data in response to the research question: How teachers conceptualize and measure their professionalism?

4.2.1 Introduction

In responding to the above research question, the study briefly undertook the following:

- Exploring previous research studies on the conceptualization and measurement of teacher professionalism. These studies are categorized in two, those carried out from 1994-1999, and 2000-2005.

- Finally, this section will explore how teacher professionalism is conceptualized and measured during the period 2006-2008 as investigated in this study.

4.2.2 Summary of Findings from Previous Research Studies (1994-1999)

The studies referred to in this period conceptualized and measured teacher professionalism according different factors. The researcher is referring to three studies among many which draw information on many research studies of teaching as well as the perceptions of many teachers. The studies provide an analysis of the effects of teaching and draws attention to the dilemmas and interests that affect all teachers. They were conducted to the relevance of all teachers both in rural and urban areas. The studies are listed in the following table with their key determining and least factors of teacher professionalism.

Table 4.2

Studies	Key determinants
Talbert & McLaughlin(1994)	Specialised knowledge base, Professional growth, Commitment.
Nkabinde (1997)	Commitment Paying allegiance to authority Educational qualification
Kruger and Van Schalkwyk (1997)	Commitment
Morrow (1994)	Responsibility and Commitment

Brighouse & Woods(1999)	Generosity of spirit, Sense of humour, Commitment.
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Table 4.2 shows that amongst the key determinants of teacher professionalism, teacher commitment and teacher qualifications featured in most of these studies reviewed.

4.2.3 Research Studies from 2000-2005:

The research referred to three studies analysing the period from 2000 to 2005. The studies were carried out to outline the conditions, strategies and approaches that promote sustainable and continuous improvement for teachers in schools in the urban areas. The studies referred to are listed in table 4.3 indicating key determining factors as well as the least determining factors.

Table 4.3:

Studies	Key determinants
Harris (2002)	Qualifications, Commitment, Behaviour.
SACE (2002)	Behaviour, self discipline, exercise authority with compassion
Campbell et.al, (2004)	Qualifications Behaviour, Professional autonomy.

Roffey (2004)	Qualifications, Teacher behaviour, Autonomy.
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The studies carried out between 2000 and 2005 also identified teacher qualification as the key determinant of teacher professionalism. However, these studies include teacher behaviour as another important determinant of teacher professionalism.

4.2.4 This study: Period 2006- 2008:

Below is a table: table 4.4 that reflects how the teachers in this study responded to the question of how teacher professionalism is measured.

TABLE 4.4

Determinants	Only available job	Calling	Forced by parents
Role model, Honesty,	(08)	(14)	(04)
Motivator, Helper	(08)	(04)	(02)
Presentable (Dress sense)	(04)	(07)	(0)
Well mannered, respectful	(05)	(05)	(01)
Sober senses	(01)	(0)	(1)
Committed, Hard worker	(10)	(10)	(05)

A leader	(01)	(01)	(0)
Professional Qualifications	(05)	0(4)	(0)
Belonging to a teacher union	(01)	(0)	(0)
Tolerance	(01)	(0)	(0)
Attending school daily	(0)	(03)	(0)
Financial independence	(1)	(02)	(0)

Respondents were asked to list any five (5) aspects they regarded as important in measuring teacher professionalism. Table 4.4 indicates the determinants the respondents listed. The most identified determinants were the role model and honesty, appearing 26 times (92%), followed by commitment and hard work, appearing 25 times (89%). The list identified determinants were belonging to a teacher union and sober senses respectively appearing once (3%).

What this table also indicates is that the respondents who chose teaching as calling identified role model, honesty and commitment as the key determinants; those to whom teaching was the only available job identified commitment, role model and motivator as the key determinants, and those who were forced by the parents into the teaching profession identified commitment, role model and

motivator as the key determinants. It is also worth observing that respondents who joined teaching as a calling also raised concerns about the teacher dress code. The previous studies on teacher professionalism as indicated elsewhere in this chapter identified commitment and qualifications as the key determinants of teacher professionalism. As much as this study also identifies commitment as one of the key determinants, teacher qualifications were not an issue. Instead, they were more concerned about teachers being honest role models, motivators and the dress code was also a concern amongst the category of teachers who joined teaching as a calling. This may mean that to this category of teachers, dress code is one of their identity constructing variables.

As indicated in Chapter 3, the aspects raised in the survey were followed by semi- structured interviews. The following is an account of how the respondents measure and conceptualise their professionalism through the semi-structured interviews. Their account is structured according to the reasons they decided to join teaching as a profession.

4.2.4 (A) Category of respondents: Joining teaching profession as the only available job

From the questionnaire, these respondents identified commitment, role model and honesty and motivator as the key determinants of teacher professionalism. When asked to unpack what they meant most of them reported that even though their job is full of challenges, they loved and gave it all. They indicated one of the

underpinning foundations of their commitment to the job is coming from their love to work with children. One respondent even indicated. "My happiness in my job mostly comes from my students". These teachers mentioned that they are enduring working under unpleasant working conditions which they believe are the challenges to the profession. Teachers remarked that even under these unbearable working conditions, a failure by the Department of Education does not warrant one to stop performing according to his or her own abilities.

Unpacking the reasons why they believe that teachers need to be role models, one respondent uttered:

"Teaching used to be a noble profession. The communities used to respect and rely on teachers, however today our profession has lost respect and dignity from the communities. Our teaching profession is mostly characterized by bad behaviours such as drinking in public and absenteeism."

Another respondent uttered the following:

Sijongelwa phantsi ekuhlaleni ngenxa yokungaziphathi kakuhle kwabanye ootishala. Bade abanye abazali bathi ingathi asifundiswanga.

Generally, teachers mention that professional teachers should possess the following characteristics: High qualifications, commitment, sober senses, and being a role model. This is in line with what they indicated during the survey phase.

It is also worth noting that even though these teachers joined teaching as the only available job, it appears that they have developed love and commitment for it. This is indicated by most of them who reported that they have accepted the profession as having its own challenges like any other profession. It is important to report that although these teachers were job seekers at the time of joining the profession, they did not indicate that money was the basis of them being good teachers.

4.2.4 (B) Category of respondents: Joining teaching as a calling

From the questionnaire, these respondents identified role model and honesty, commitment and dress as the key determinants of teacher professionalism. When asked to unpack what they meant, most of them shared the same sentiments raised by the previous category (those who joined the profession as the only available job). One respondent echoed the following: “I’m only happy when I’m teaching children in the classroom”. Some even elaborated by reporting that they are happy when teaching “despite the anxieties that characterise their profession.” They therefore regret being made to believe that teaching was a calling to them. The only reason they chose the profession was their exposure to only one kind of profession because of the environmental factors. If there was by chance career guidance during their decision making period, they would have chosen other fields of profession.

This group mentioned that they were no longer regarding teaching as a calling to them. They view the teaching profession as characterised by a false show which they were not expecting when they entered the profession. The teachers complained of the flawed process of management which impact on them negatively. They had the idea that had it not been for the unsatisfactory working conditions of their employment, the profession would have brought excitement to them. They saw the profession as being in a sorrowful state because of the rapid introduction and haphazard implementation of the education policies. The teachers mentioned as an example that the Outcomes Based Education was meant for the betterment of education but has undergone many changes without the teachers being able to master it.

The respondents remarked that many teachers today do not feature in most of the characteristics that identified teacher professionalism. They reported that teachers simply do not care about the importance of their jobs to the public. The following characteristics of a teacher were identified by this group: high qualifications, commitment, salary, being a role model and being presentable.

The interviews conducted with the teachers who came to the profession as a calling identified that their love of the profession is caused by their love of the children. These teachers, irrespective of the unexpected conditions of work they were met with, still expect teachers to possess the characteristics that are acceptable to the profession.

4.2.4 © Category of respondents: Forced by parents to join teaching

From the questionnaire, these respondents identified commitment, role model and honesty, and motivator and helper commitment and dress as the key determinants of teacher professionalism. When asked to unpack what they meant, most of them reported that they understood the teaching profession as a means of getting employed and having a source of income. These respondents reported that they were only eager to work irrespective of the fact that choosing the profession was not their decision. This group made it clear that they follow their daily routine activities of teaching irrespective of the challenges. One respondent remarked “sometimes even the stresses that we talk about are of our own making. I believe that if one does his job, prepares for the lessons and not concerned about the politics and money, one will not be as frustrated as one would be if not doing his job”.

Besides their commitment to the profession, the teachers indicated that the profession is characterized by a lack of professionalism among its members. They painted out that many actions of teachers are not called for in the profession. It is these actions which bear a de-motivating element among those who respect their profession. Their belief relies on cooperation between teachers as they indicated that teaching is about team work.

The respondents identified the following characteristics that should resemble teacher professionalism: Being a role model, commitment, sober senses and

good morals. They indicated that they regard one with these characteristics as a professional teacher.

Contrary to the other two categories of respondents (Joined teaching as the only available job; and those who joined teaching as a calling), this category of respondents did not regard high qualifications as a key determinant. They did not even mention it during the interview. This is in line with their data during the survey phase.

4.2.5 Data from documentary analysis.

On analyzing the documents ,the researcher observed that the teachers were not discussing about the issues of teacher professionalism in their staff meetings .Although they have identified issues of teacher professionalism when responding to the investigations of the researcher ,as has been indicated earlier in this chapter ,the documents showed that they were silent in their meetings about these matters .There is no indication, for example, of teachers talking and discussing about a certain teacher who attends poorly to school .This situation does not correlate with literature which contends that teachers need to get the opportunity to reflect on teaching ,to talk about it and give feedback when needed (Sadker &Sadker ,1991).

Section 4. 3: Analysing and discussing data in response to the research question: What factors exert pressure on teacher professionalism?

The researcher used two instruments, questionnaires and interviews in responding to the research question.

In the questionnaire, the respondents were asked to arrange these factors in terms of importance. They were asked to identify the first five factors that negatively influence their professionalism.

TABLE 4.5

FACTOR	Only available job	Calling	Forced by parents
Lack of Resources	(05)	(06)	(01)
Absence of Safety	(06)	(08)	(02)
No clear policies	(06)	(08)	(04)
Lack of support and monitoring	(07)	(11)	(03)
Too much work load	(02)	(04)	(01)
In sufficient salary for their needs	(04)	(02)	(01)
Absence of team work	(06)	(08)	(04)
Proximity of the school from home	(04)	(03)	(01)

Promotion	(04)	(04)	(02)
Professional Growth	(03)	(02)	(0)

Table 4.5 reflects the factors teachers identified as exerting pressure to their professionalism .The most identified factor is the lack of support and monitoring, appearing 21 times (75%), followed by the absence of clear policies and absence of team work, both appearing 18 times (64%).This was followed by the absence of safety and security, appearing 16 times (57%) and lastly, lack of resources, appearing 12 times (43%).

This table also indicates that the respondents who chose teaching as the only available job identified lack of support and monitoring and lack of clear policies , as the factors exerting pressure. Those to whom teaching was a calling identified lack of support and monitoring and absence of clear policies as exerting pressure and those who were forced by parents identified absence of team work and lack of clear policies as exerting pressure .It is worth observing that the respondents who were job seekers (only available job) were not concerned about salaries as an issue exerting pressure on them. It is also important observing that in the previous studies Lemmer and Badenhorst (1997) maintained that the introduction of the new curriculum (OBE) signifies a programme of change among teacher professionalism, hence those to whom teaching was a calling were concerned about the lack of support and monitoring as it gives value to the meaning of change. As much as the other groups have identified the absence of team work but as the least factor to them, those who were forced by parents identified it as a

major concern to them . This may be caused by the fact that they need support to develop their professionalism because it was not their wish to become teachers .

The aspects raised in the survey were followed by semi-structured interviews as already indicated in chapter 3 .The semi-structured interviews following is an account of the respondents on what factors exert pressure on teacher professionalism .This account is structured according to the reasons they decided to join teaching as a profession .

4.3.1 Category of respondents: Joining teaching as the only available job

The respondents in this group identified lack of support and monitoring, appearing 21 times (75%); absence of clear policies, appearing 18 times (64%); absence of safety and security, appearing 18 times (64%); absence of team work, appearing 18 times (64%) and lack of resources, appearing 12 times (43%) as factors that exert pressure on teacher professionalism. When asked to unpack, these respondents indicated that these are factors which make them feel uncomfortable with their profession. They complained of the shortage of support and monitoring that they receive from the internal management and the district office. They mentioned that the internal management is not well up to date with the implementation of the new curriculum. Since these teachers were job seekers at the time of joining the profession ,they need to be assisted with the implementation of the new curriculum .They identified the internal management as being unable to assist them with the implementation of the new curriculum

and methods to ease their teaching activities like the implementation of CASS (continuous assessment tasks). A teacher said, "I cannot finish my work in time because of the new curriculum workload ". One teacher also mentioned the lack of teaching resources which were supposed to be supplied by their district office for the successful implementation of OBE. This concern by this group is also noted by previous studies who viewed that teachers need to be supported because they are not fully trained with the involvement of OBE (Harber, 2001). Previous studies have also identified that systems of supporting teachers who are experiencing difficulties are non existent (Cullingford, 1995 & Jones et al. 2006). Another worth mentioning concern by this group about the lack of support is the absence of support they receive from the parents .They reported that parents are not cooperative on matters pertaining to the children .This concern is supported by Jones et al. (2006) who argues that teachers are not happy with pupils misbehaviours and the lack of parental support regarding this significant problem.

From the interviews conducted with the teachers, it emerged that teachers were concerned with the factors which hinder the success of their professionalism. These respondents didn't consider matters of personal interests like good salary and promotion opportunities .Although they were job seekers when joining the profession, they have come to understand that the profession has its own challenges which they are prepared to overcome .

4.3.2 Category of respondents: Joining teaching as a calling

As reflected in Table 4.2.5, this group identified the following as exerting pressure in their professionalism: lack of support and monitoring, appearing 11 times (39%); absence of clear policies, absence of clear policies and absence of safety and security, all appearing 08 times (28%), and lastly, lack of resources, appearing 06 times (21%).

The respondents in this group were concerned about the lack of support and monitoring as the most factors exerting pressure on their professionalism. They regard the absence of support in their work as giving them pressure not to perform up to their potential abilities. For these respondents, being at school is to implement policies clearly and satisfactory. They further strongly commented about the lack of support to develop teachers at schools in relation with the implementation of the national curriculum statement (NCS). The respondents identified that the haphazard organization of workshops for NCS is disorganising them. A teacher commented that “the way of monitoring teachers is not satisfactory .The organization of the district office does not allow for the proper understanding of the NCS by the teachers .The respondents were also not well with the support they receive internally from their management .They reported that principals and HODs are not clear about OBE to such an extent that one respondent commented that ,”my work cannot be checked by my HOD because she does not know what is taught in the Senior Phase as she is teaching in the Foundation Phase .

Concurred with the perceptions of these respondents is Marrow (2007) & Beckman (1997) who argued that there is a gap between policy and implementation. They identified that there is a significant lack of administrative support and curricular guidelines on the implementation of organizational components associated with curriculum 2005. Further research studies in support of the perceptions of the respondents who maintain that the new policy has its own problems agreed that the existing conditions in South Africa do not allow for pedagogical changes to take place. These studies challenged the extra pressures being imposed upon teachers because of the new system of education. The studies mentioned the restructuring of the teaching itself, limited professional control and persistent overload (Cohen et al.1997; Grobler, 2006; Harrison 1992; Rudduck, 1991). Rudduck further concluded by stating that teachers are not at the level, in principle, of what they are trying to achieve and why they are trying to achieve it.

It is important to report that these respondents are not concerned about salaries but are concerned with work related variables. This is hence Hall (1994) & Clark and Oswald (1996) as cited in Bull (2005) found a little less relationship between teacher qualifications and their effect on teacher professionalism.

Out of these interviews, the teachers showed eagerness to perform to the best of their abilities although there are many challenges which need to be reviewed. These respondents are concerned about work irrespective of the job aspects which favours them. All the factors mentioned were meant to lay the ground for the success of teachers' professionalism.

4.3.3 Category of respondents: Forced by parents to join teaching

As indicated in Table 4.5, this group identified the following factors, absence of team work, appearing 04 times (14%); absence of clear policies, appearing 04 times (14%) and lack of support and monitoring, appearing 03 times (11%). The respondents in this group emphasized the importance of team work. Since they never dreamt of becoming teachers, they perceive that working individually is costly to them because they need assistance in their teaching activities. One teacher even commented that it is not acceptable that some teachers prefer to work on school activities as individuals. They indicated the situation as caused by their misunderstandings inside the school. A teacher mentioned that she cannot get assistance from the principal on curriculum matters because he is taking sides in their internal problems. One respondent mentioned that though he does not understand OBE, there is nobody to assist him among his colleagues because teachers are working individually. A respondent mentioned that she cannot cope with the overload of the NCS as she is teaching three (3) learning areas from Grade 7 to Grade 9 without the assistance from other teachers, let alone the school management.

Marrow (2007) understands that situations that are not conducive to teaching, disconnects teachers from their professional competence and commitment to the ideals of service that characterize teaching as a profession. Ololube (2007), also maintained that educational policies and administration impact negatively on

teaching performance. Jones et al. (2006) therefore asserts that due to school cultures, some schools are not supportive and do not develop a collegial professional culture in which teachers discuss to improve matters of professionalism. It is also hard for an individual teacher to ask for or to get support in school that have a more closed culture.

From these interviews, it emerged that the teachers were committed to their profession even though they were forced by parents to join it. The factors considered were meant for the success of the profession and not for personal interests.

SECTION 4.4: ANALYSING AND DISCUSSING DATA IN RESPONSE TO THE RESEARCH QUESTION ON TEACHERS EXPERIENCES OF THEIR PROFESSIONALISM

Questionnaires and interviews were used to respond to this questionnaire. The research question asked the respondents to identify the factors that put their profession into disrepute.

TABLE 4.6

Factor	Only available job	calling	Forced by parents
Lack of respect	(01)	-	-
Absenteeism	(10)	(10)	(03)
Punctuality	(05)	(05)	(01)
Not presentable	(01)	(0)	(0)
Language abuse	(02)	(03)	(01)

Low morals	(09)	(09)	(03)
Alcohol abuse	(09)	(12)	(04)
Untrustworthy	(01)	(0)	(0)
Corruption	(02)	(01)	(0)
Un-preparedness	(01)	(04)	(02)
Industrial action	(0)	(01)	(0)
Physical abuse	(0)	(01)	(01)

The respondents were asked to tap on their experiences and identify the factors that have put their profession into disrepute. They identified alcohol abuse, appearing 25 times (89%), followed by teacher absenteeism, appearing 23 times (82%) and low morals, sexual relations between male teachers and female learners, in particular, appearing 21 times (75%) as the key factors that put their profession into disrepute. These factors were raised by most respondents irrespective of the reasons that made them choose teaching as a profession. As already indicated in chapter 3, responses from the survey questionnaire were followed up in the interviews. The account is structured according to the reasons they decided to join teaching as a profession.

4.4.1 Category of respondent: Joining teaching as the only available job

The respondents mentioned absenteeism, appearing 10 times (36%); low morals, appearing 09 times (32%) and alcohol abuse, appearing 09 times (32%). The respondents who joined the profession as the only available job indicated

that absenteeism was vital among the teachers. When asked to unpack, they argued that absenteeism is an unacceptable behaviour which destroys the future of learners. The respondent remarked that teachers absent themselves unnecessarily. Some are busy with municipality meetings, some own "illegal taxis" and Union meetings which always keeps them away from school. Another respondent mentioned the habit of heavy alcohol drinking mid week as leading to poor attendance of teachers.

To validate the perceptions of the respondents, SACE (2002), argued that being a professional teacher is to demonstrate that one believes in and practices the values which govern the teachers work life and more broadly that one is ethically competent. Research studies find out that educational policies and administration impact negatively on teaching performance. They argued that due to lack of administrative support, teachers resort to poor and irregular attendance.

From the above interviews, it emerged that teachers are well aware of the unaccepted behaviour actions which jeopardize the profession. Although the teachers join the profession as the only available job, they showed consistency not to deviate from the code of ethics for teachers.

4.4.2 Category of respondent: Joining teaching as a calling

The respondents in this category identified absenteeism, appearing 10 times (36%); low morals, appearing 09 times (32%) and alcohol abuse, appearing 12 times (43%). These respondents identified alcohol abuse as the major factor that

puts the teaching profession in disrepute .When asked to unpack, they mentioned alcohol drinking as no longer a secret for teachers. Other respondents commented that, “teachers are now drinking in public” , “a drunk person in town is associated with a teacher”. These respondents were concerned that the image of the teaching profession is damaged by this behaviour. Teachers have now lost dignity among the communities. The respondents complained that this heavy drinking leads one not to be able to perform to the best of the required abilities .as it also makes one not to be regular and well prepared for school.

In supporting these respondents, SACE (2002:10), maintained that there are teachers who do not “act in a proper and becoming way “and who brings the teaching profession into disrepute .In addition, Manifesto on values, Education and Democracy (2001) argued that teachers cannot act as role models if they are not valued and cherished members of their communities and do not have a sense of the nobility of their calling.

From the interviews, it emerged that these respondents want nothing that has to do with denting the image of their professionalism.

4.4.3 Category of respondents: Forced by parents to join the profession

These respondents identified absenteeism, appearing 03 times (11%); low morals, appearing 03 times (11%) and alcohol abuse, appearing 04 times (14%). The respondents identified alcohol abuse as the most factor putting their profession into disrepute .A respondent commented that , “I think teachers don’t

value themselves as being playing a crucial role in society .They do this by engaging themselves in actions and behaviours that are not acceptable in our society .Today nobody respects teachers “

In support of the perceptions of these respondents Pitout et al. (1993) maintained that issues of public drinking do not feature in the characteristics of teacher professionalism. This reflects that one of the characteristics of a profession is to set and maintain standards through self regulation.

Although these teachers joined the profession not because of their own decisions, their experiences were similar to those of the other teachers, more especially those joined as a calling. It therefore emerged that they are prepared to maintain teacher professionalism as required by the regulation.

4.4.4 Analysing data gathered through document analysis.

The researcher analysed three school documents such as the minute book for the teaching staff, the minute book for school governing body and a note book for the school policy. The documents were analyzed to find out if there's any information related to the conceptualisation of teacher professionalism. All the three schools were in possession of the above mentioned documents. The information contained was much similar as all the schools belonged to once circuit.

The Minute book for teachers:

The minute books for the staff meetings were functioning documents as they reflect all the staff meetings that were held in year 2008. The information contained in the documents that was relevant to the topic included the following:-

Allocation of duties to staff members:

Duties allocated include (1) class teachers; (2) subject allocation as per each phase such as Foundation, Intermediate and Senior phase;

(3) Sport committee, integrated analysis management system (IQMS) committee, entertainment committee; (4) cleaning committee; (5) music committee. The documents didn't reflect the contents as per the allocation to each staff member.

The Minute book for the SGB:

The minute books for the SGB also reflected its current functioning status. The documents showed the SGB constitution with a clause directly referring to the employment of teachers. The explanation on the clause reflects how the SGB expects teachers to conduct themselves at work. Issues raised in the explanation were termed as the code of conduct for teachers:

- Regular attendance at work,
- Dress code such as presentable attire,
- Sobriety,
- No infighting among teachers,

- Punctuality,
- Time in and time out of school which indicates 7:50 am to 3H00 pm.

These issues were just summarily written without thorough explanation.

The school policy:

The school policy contained different policies which reflect all the year calendar activities for the schools and the manner of conduct for teachers. These included:-

- Teaching time tables,
- Assessment and moderation times such as how many written tests per month, class works per week et,
- How to check and control the work –indicating the principal as the all-round supervisor, HOD controlling supervision by SMT members.

Code of conduct for teachers: punctuality and attendance was stressed strongly.

- Problems around teachers pertaining to work must be discussed by the SMT and staff members before being taken to the SGB. Interestingly, there was no clear explanation stating how teachers would discipline each other.

From the analysis of document, it emerged that both the teachers and the parents (SGB) had positive expectations about how to maintain teacher

professionalism intact. Their ideas, planning and concerns indicate methods of improving the performance of teachers at schools. It is important that parents showed awareness of how to govern and control the behaviour actions of teachers. The information contained in all the three documents showed significance for the improvement of teacher professionalism although it was shallow in content and details. The researcher has therefore managed to collect those areas which were relevant to teacher professionalism.

SECTION 4.5: SUMMARY

The analysis of this data was done according to each case of collecting data, for example, from the survey questionnaires, interviews and school documents.

From all these data collection methods, the information received indicated that no-matter why teachers joined the profession, they had similar perceptions and experiences pertaining to their professionalism. They showed that the profession is full of challenges which need to be solved by both the teachers and the employer. This study analysis has also included the use of the parent component (SGB) through the use of the SGB minute book. This was aimed at giving more value to the study as teacher professionalism is broadly based to include the parents.

From the teachers' perspectives, the NCS seems to cause pressure among teachers because teachers are not always up to date about the implementation of this education policy. Teacher pressures are no longer salaries but the pressure is about how to implement the NCS. Teachers also acknowledged that

they should be role models. Teachers believe in moral regeneration and role models. They felt that there are no longer role models among our society because people to be called role models are either working in Cape Town or Johannesburg who only come to the Eastern Cape during December holidays. Even by that time these so called role models will be feared because they will be driving big cars with no time to be closer to young people who would learn from them mostly. Teachers therefore felt that they will be letting the society down by not becoming role models of the societies in which they work and live.

CHAPTER 5

DISCUSSION OF RESULTS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter aims to present the summary of the main research findings. As has been indicated elsewhere, these findings emanate from analysis from both the previous research studies and the current perceptions of teachers on their professionalism. From the current study, data obtained from the surveys, semi-structured interviews and documentary analysis were analysed. In summarising the main research findings, this chapter showed how the reviewed literature assisted in understanding and discussing the data. Conclusions and recommendations were therefore drawn from the matters and factors raised by the teachers as per their perceptions on teacher professionalism. This chapter also recommends the agenda for future research on teacher professionalism.

5.2 SUMMARY OF THE FINDINGS

5.2.1 CONCEPTUALISATION AND MEASUREMENT OF TEACHER

PROFESSIONALISM: The first section will deal with issues that this study revealed.

- a. Teacher professionalism should not be measured only by the act of teaching, but teachers need to be role models, honest committed and motivate learners.**

The findings reflect that currently teachers' possess the same perceptions in their conceptualization and measurement of teacher professionalism. This has been indicated by the common perception that teachers are concerned with the behaviours which make one to be a competent teacher. Teachers shared this similar sentiment irrespective of the reasons why they decided to join the teaching profession. Teachers felt that for one to maintain professionalism, he or she must not only concentrate on teaching but also fulfill other "social" functions which they believe are part of the teaching profession. Teachers felt that these social functions cannot be discarded from the profession because teaching is a shared responsibility. Teachers believe that as they therefore have to work with learners and their parents, they have to be role models, to be honest and committed and also be motivators to learners. Alluding to this issue, Pitout et al. (1995) maintained that the behaviour of a teacher sounds more from the community because they expect the teacher to be an ideal model for their children.

b. Teacher qualifications do not reflect the extent of teacher professionalism

For teachers, qualifications must not be used as the main gauge of teacher professionalism. The teachers interviewed are therefore calling on their colleagues to bring back the so-called noble profession by showing behaviours and attitudes which are acceptable to the society. This is why Sadker & Sadker (1991) regards teaching as not an insignificant, irrelevant paper shuffling kind of

a job. He understands teaching as having meaning, worth and value because it gives the opportunity to touch a young and impressionable life and make it better.

The fact that respondents went to an extent of identifying qualifications as no longer a recognized instrument to measure teacher professionalism brought the indicates that teacher identities have shifted. They are not fixed. This idea is supported by De Bruin et al. (2002) who viewed the role of teachers as one of changing and improving society. It is important that teachers are aware of the challenges of the broader society contexts in which they teach and bear a clear sense of identity. This brings the highest quality of teachers who are likely to raise standards in the profession and can stand the challenges presented by changes in society (Day, 2004). This new teacher identity moves away from previous research studies which have conceptualized and measured teacher professionalism according to their qualifications (Talbert & McLaughlin, 1994; ,Nkabinde ,1997; Harris, 2002; Campbell et al, 2004 and Roffey ,2004).

c. The is a link between professionalism and ones dress sense

Although previous research studies consulted did not raise any concern pertaining to the issue of dress code for teachers as a determinant of teacher professionalism, this study has revealed that teachers, especially those who joined teaching as calling, are concerned with the dress code. The respondents felt that a presentable dress code is one of their identity constructing variable. Teachers cited this as a challenge for teachers to and resemble their professionalism even in outlook as they are the role models of the society. These

teachers are concerned with the non verbal messages sent by teachers dress sense.

This section deals with what is similar between previous studies and this study

When comparing this study with previous studies consulted, there were similar determinants of teacher professionalism. For example, commitment is still regarded as one of the key determinants of teacher professionalism. Commitment as a key teacher determinant was also raised by the following research studies (Talbert, McLaughlin & Morrow,1994; Nkabinde ,1997; Kruger & Van Schalkwyk; 1997; Brighouse & Woods,1997; Harris, 2002; SACE, 2002; Campbell et al, 2004; Roffey, 2004).

5.2.2 FACTORS EXERTING PRESSURE ON TEACHER

PROFESSIONALISM

a. Policy Changes and lack of support

The findings showed that the key issue that exerted pressure on teacher professionalism is the fact that they find themselves wanting as they struggle to understand and implement the education policies such as the new Curriculum 2005. As a result in this study, teachers are crying out for support and monitoring. It became noticeable that even those teachers who joined the profession as a calling. For promoting teacher professionalism, support for the practical implementation of the new curriculum is a concern for these respondents.

The perceptions indicated the teachers' preparedness to define the notion of what it means to be a teacher. Their feelings were concurred by Banks and Mayes (2000) who understood teachers as practitioners who are readily prepared to engage in change and implement it. This positive feeling of the teachers is thwarted by the unsupportive authority structures of the department of education. In her analysis of such a situation, Wilson (2004) maintains that situations like these drove teachers to near despair and distortion of their teaching practices and behaviour towards pupils. As a result, professionalism in teaching gets damaged.

The concern for the lack of support and monitoring was also an issue to those respondents who were forced by the circumstances to join the profession. This is more serious to them because they never even wanted to be teachers. Even though they ended up accepting themselves as teachers to an extent that they love their job, assistance is strongly needed for them in order not to doubt the value and worthiness of the profession. These respondents went as far as mentioning and calling for team work even among fellow colleagues as an indication of in dire need to be assisted in the new implementation of the new curriculum policy.

b. Salaries are no longer the issue that exert pressure on teacher professionalism

It is also worth noting that the teachers are no longer concerned about salaries. Previous studies such as Ololube (2007) emphasised the increase of teacher salaries in order to enhance the performance of teachers. The issues to the teachers who participated in this study are those factors which have direct linkage to their practical performance.

5. 2.3 TEACHERS' EXPERIENCES OF THEIR PROFESSIONALISM

Although teachers do not necessarily discuss their professionalism in their staff meetings and other meetings, they are aware, have observed and concerned about the issues that put their profession into disrepute. These include low morals (sexual relations between male teachers and female learners), public

drinking and absenteeism from school. All the categories of respondents had similar sentiments and accept that teachers themselves are behaving in an unacceptable manner which de-professionalizes the profession and are aware of this. This view is also upheld Sadker & Sadker, 1991 who claim that teachers should accept responsibility to adhere to the highest ethical standards. Teachers studied, blamed teachers who abuse alcohol and have sexual relationship with learners as some of the reasons why the society does not respect nor even value teachers. They claim such uncalled for behaviours deny the teaching profession a situation where it is vested by the public with trust and responsibility. Similarly to this study, previous studies also maintained that good moral behaviour of a teacher sounds more from the community because they expect the teacher to be an ideal model for their children. T

Moreover Pitout et al.1993 cite that it is important that the social life of the teacher should portray the profession of which he or she is a member. This requires teachers to show professional responsibility by acting as a sober, honesty and emotionally stable human being.

Non-attendance of school was another issue identified as putting the teaching profession in disrepute. Teachers understudy claimed that teachers who do not attend school miss every little opportunity they would get to be assisted with the NCS policy. The same applies to those teachers who attend disciplinary hearings trials because of misbehavior. One therefore wonders about the quality of their teaching and its impact on learner outcomes.

5.3 RECOMMENDATIONS

5.3.1 In-school practice

The study identified that most teachers seem to know the demands of teacher professionalism. The researcher therefore felt it significant that in order to maintain and enhance their professionalism, teachers must talk make it an issue for debate in their meetings. For instance, teachers have identified fellow colleagues as engaging themselves in bad behaviours which put the profession into disrepute yet they don't talk about these issues. It would be of great value if teachers were able to reprimand themselves even without the inclusion of supervisors. Teachers must use staff meetings as official gathering with the sole purpose of promoting professionalism.

5.3.2 A new agenda for teacher unions

This study revealed that teaching in South Africa has become one of the most challenging professions. It therefore requires one to belong to a community of professionals that provide space for sharing experiences. Teacher unions need to provide a platform where teachers can learn to debate issues of professionalism. I believe that teacher professionalism should be a standing agenda item to be debated at length in order to re-mould and build professionalism among teachers. This might help curb the exodus of teachers from the profession as they find themselves wanting when face with challenges. Moreover it might influence teacher dialogue at school level. Adendorff et al. (2001) maintain that teachers are among the most important influences on the

life and development of many young children. They play a role in creating the generations of the future. Further more the teacher unions should look at the dress code as identified by teachers who joined teaching as a calling. These teachers are concerned with the non verbal messages relayed by the way teachers dress.

5.3.3 Teaching is a shared responsibility

Teachers must further work cooperatively as teams in their respective schools. Planning together may ease the problem of the alleged lack of support and monitoring from the Eastern Cape Department of education. Moreover for professional accountability, teachers as professionals are obligated to do whatever is best for their clients and not what is easier and most convenient.

5.3.4. There is a need for the Eastern Cape Department of Education to reflect on its role.

Teachers have experienced paradigm shifts in their professionalism and this is influenced by changes in the curriculum. Teachers need support and monitoring for the implementation of the new curriculum policy. This is a call to the government to put systems and procedures of support in place. Such systems and procedures might include frequent workshops to empower teachers with the new curriculum changes. But these workshops should be informed by the teachers needs. This recommendation is echoed by Griessel et al. (1993) who points out that the government must ensure that teachers remain up to date with

all the latest developments in the field of education, conduct in-service programs and refresher courses.

It is also important that the Department of Education as the employer must open up forums to debate issues pertaining to teacher professionalism. In these platforms, such as an Education Indaba, Teacher Forums etc. experiences and problems can be heard directly from grassroots level. It is therefore important that the employer must come down and sit around the table with the teachers so as to find solution to the problems of the education system. A democratic atmosphere is a prerequisite as Talbert et al. (1994) puts out that if teachers work under bureaucratic controls, teacher professionalism is undermined.

Another significant factor is that teachers are no longer interested with matters of personal interest. For instance, the categories of teachers studied didn't identify the upgrading of teachers as a significant factor to them. According to their perceptions, what matters most is the creation of conducive atmosphere for the practical implementation of the NCS. This sends message to the government to stop spending most of its resources on teacher upgrading program but rather respond to teachers needs. Bull (2005) maintains that if teacher professionalism is to be improved, it is necessary to pay attention to the kind of work environment that enhances teachers' sense of professionalism. Schools must be provided with adequate working conditions, resources, support and decision-making.

5.4 AGENDA FOR FUTURE RESEARCH

- It has been acknowledged that this study was carried out in the rural areas in Butterworth. Replicating this research with a varied sample would substantiate the findings of this study.
- The findings of this study may provide a lever for a study that will investigate the in-service needs of teachers.

5.5 CONCLUSION

This study was conducted in the period 2006 to 2008. The categories of teachers studied include those who joined teaching because they feel it was a calling to them; those who were job seekers at the time of decision making and those who were forced by parents to join the profession. Regardless of the reasons that influenced their decisions to join the profession, their common concern was the focus on the development, improvement and maintenance of the moral values among the teachers. This is contrary to the findings of previous studies that, for example, have identified teacher qualifications as the key determinant of teacher professionalism. Teachers concerns have shifted. Struggling with the implementation of the new curriculum teachers are urgently calling for support from their employer. The indications are that the existing conditions in the system do not allow for pedagogical changes to take place (Harber, 2001). Rather than defining teachers as silent implementers of the curriculum change process, the Department of education must offer support if teachers are to grow as professionals.

An assertion by De Bruyn et al. (2007) is that implementing educational innovations is a process which requires time. This leads teachers to understand that to change education needs changed teachers in order to incorporate the new practice. Another important issue raised in this study is that teachers do not only have to deal with a complex curriculum but also with a host of non-academic problems including hungry, abused, sick, ill-disciplined, orphaned and abandoned learners. They therefore need to be helpers and motivators of their societies as they have a moral obligation to the communities they serve. This means that teachers have to reflect on the role they have to play in society and possibly redefine the notion of what it means to be a teacher. This belief is the proponent of high moral behaviour which is likely to increase higher commitment resulting to the ultimate improved teacher professionalism. It therefore remains the responsibility of the employer to support teachers.

Teachers, especially those joined the profession as a calling, have also identified a presentable dress code as another defining characteristic resembling their professionalism. They believe it is an important feature of a teacher's identity. Moreover, presentable dressing is one of the motivating factors to the young pupils as they imitate everything done by their teachers.

Finally, the study has identified that teachers are silent in their staff meetings about the challenges they face in their teaching journey. As a result they find themselves isolated and unable to support each other. Hence others act in ways that put the teaching profession in disrepute and subject their profession and professionalism to continuous scrutiny.

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Appendix 1: Piloting.

Questionnaire on Teachers Perceptions of their Professionalism

The information in this questionnaire will be confidential. The names of respondents and school names will not be identified. This questionnaire is done for administration and management purposes.

Section A: Biography and Demographics

1. Sex (Please tick one)

Category	Code
Female	1
Male	2
Any other, please specify	3

2. Age group (Please tick one)

Category	Code
Under 25 years	1
26 - 35 years	2
36 - 45 years	3
46 - 55 years	4
56 - 65 years	5

3. Qualifications (Please tick one)

Category	Code
Teachers Diploma	1
First degree	2
Honours degree	3
Masters degree	4
Any other, please specify	5

4. Post level (Please tick one)

Category	Code
Assistant teacher	1
Head of Department (HOD)	2
Deputy Principal	3
Principal	4

5. Phase taught (Please tick one)

Category	Code
Foundation Phase	1
Intermediate Phase	2
Senior Phase	3
Further Education and Training	4

6. Employment details (Please tick the appropriate)

Category	Code
Permanent	1
Contract	2
SGB	3
Temporary	4

7. Teaching experience (Please tick one)

Category	Code
01 - 10 years	1
11 - 20 years	2
21 - 30 years	3
31 - 40 + years	4

8. How long have you been teaching in this school (current school). (Please give details in the space provided)

.....

9. If you have been teaching for less than 5 years and you were in another school, what is the reason for leaving that school? (Please give details in the space provided).

.....

Section B: Teaching profession

10. Why did you choose teaching as a career? (Please tick one)

Category	Code
Only available job	1
Remuneration	2
Calling	3
Forced by parents	4
Any other, please specify	5

11. How do you feel about your job? (Please tick the appropriate)

Category	Code
Enjoyable	1
Too much work	2
Boring	3
Meaningless	4
I love my job	5
Any other, please specify	6

12. What do you enjoy the most about your job? (Please give details in the space provided)

.....

.....

.....

.....

13. What do you dislike the most about your job? (Please give details in the space provided)

.....

.....

.....

.....

14. In what environment do you perform best as a teacher? (Please choose 3)

Category	Code
Monitory	1
Support	2
Clear policies	3
Teaching and Learning resources	4
Challenges	5

15. What makes you to perform below $\hat{\mu}_S$? (Please choose 3)

Category	Code
Lack of resources	1
Distance to the school	2
Workload	3
Promotion opportunities	4
Growth and development	5

Section C: Perceptions on teacher professionalism

16. When you first joined the teaching profession, what did being a professional means to you? (Please give details in the space provided).

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.....
.....

17. Have your perceptions changed? (Please give details in the spacer provided).

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.....

18. What does being a professional mean to you? (Please give details in the space provided)

.....
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19. Can you please give me four characteristics of a professional and professionalism? (Please give details in the space provided).

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Appendix 2: Letter of Permission

Faculty of Education

School of Postgraduate Studies

*Cnr Fleet & Cambridge Street
East London & Stuart Hall, Alice*

Phone: East London: 043704 7219 | Fax: 043- 7047228

Alice: 0406022103

E-mail: nsibeko/& abovu@ufh.ac.za



University of Fort Hare
Together in Excellence

The Principal

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Sir/Madam

Re: Seeking permission to conduct research

This is to confirm that **Ntando Mpahla**, student number: **200603010** is M.Ed. candidate at the University of Fort Hare. He is being supervised by Ms Namhla Sotuku. His research topic is "Exploring teachers' perceptions of their professionalism". In fulfillment of his programme he needs to conduct research from June to August 2008, and has identified your school as one of his research sites. Kindly grant him permission to do so.

Yours sincerely

Dr. N. Duku
Head of Department (M.Ed. Programmes)

Appendix 3: Survey Questionnaire

QUESTIONNAIRE ON TEACHERS PERCEPTIONS OF THEIR PROFESSIONALISM

The information in this questionnaire will be confidential. The names of respondents and school names will not be identified.

SECTION A: BIOGRAPHY AND DEMOGRAPHICS

SCHOOL: A/ B/C

RESPONDENT'S REFERENCE:

1. Gender (Please tick one)

Category	Code
Female	1
Male	2
Any other, please specify	3

2. Age group (Please tick one)

Category	Code
Under 25 years	1
26- 35 years	2
36- 45 years	3
46-55 years	4
56-65 years	5

3. Qualifications (Please tick one)

Category	Code
Teachers Diploma	1
First Degree	2
Honours Degree	3
Masters Degree	4
Any other, please specify	

4. Post level (Please tick one)

Category	Code
Assistant Teacher	1
Head of Department (HOD)	2
Deputy Principal	3
Principal	4
Any other, please specify	

5. Phase Taught (Please tick one)

Category	Code
Foundation Phase	1
Intermediate Phase	2
Senior Phase	3
Further Education and Training	4

6. Employment status(Please tick the appropriate)

Category	Code
Permanent	1
Contract	2
SGB Post	3
Temporary	4

7(A) Teaching Experience:

Category	Code
01-5 years	1
6- 10 years	2
11-15 years	3
16- 20 years	4
21 years and above	5

7 (B) Teaching Experience:

When did you start teaching :.....(YEAR)

7(C) Teaching Experience:

When did you start teaching in this school?

.....(YEAR)

8. If you have been teaching for less than 5 years in this school and you were in another school, what was the reason/s for leaving your previous school? **(Please provide details in the space provided)**

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SECTION B: TEACHING PROFESSION

9. Why did you choose teaching as a career? (Please tick one)

Category	Code
Only available job	1
Remuneration	2
Calling	3
Forced by parents	4
Any other, please specify	5

10 (A) How do you feel about your job? (Please tick the appropriate)

Category	Code
I love my job	1
Too much work	2
Boring	3
Meaningless	4
Any other, please specify	5

10(B) Please explain your response to 10 A

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11. What do you enjoy the most about your job? (Please give details in the space provided)

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12. What do you dislike the most about your job? (Please give details in the space provided)

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13. In what environment do you perform best as a teacher? Choose in order of importance.

Category	Code
1. I work best in a school environment where there is support and monitoring.	
2. I work best in a school environment where there are clear policies.	
3. I work best in a school environment where there is team work.	
4. I work best in a school environment where I feel safe.	
5. I work best in a school environment where there are adequate teaching and learning resources.	
6. I work best in a school that is close to where I stay. 7. I work best in a school environment where there are opportunities for promotion	
8. I work best if my salary is adequate for my needs.	
9. I work best in a school	

environment where I do not have too much work load.	
10. I work best in a school environment where there is provision for an individual's professional growth and development.	

14 (A) What makes you perform below par? Choose in order of importance.

Category	Code
1. I do not perform well in a school environment where there is no support and monitoring.	
2. I do not perform well in a school environment where there are no policies.	
3. I do not perform well in a school environment where there is no team work.	
4. I do not perform well in a school environment where I do not feel safe.	

5. I do not perform well in a school where there are inadequate teaching and learning resources.	
6. I do not perform well when my place of work is far from where I live.	
7. I do not perform well in a school environment where there are no opportunities for promotion.	
8. I do not perform well if my salary is low.	
9. I do not perform well if I have too much work load.	
10. I do not perform well in a school environment where there is no provision for an individual's professional growth and development.	

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SECTION C: PERCEPTIONS ON TEACHER PROFESSIONALISM

15. When you first joined the teaching profession, what did being a professional mean to you?

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16. Have your perceptions changed? Explain.

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17. What does being a professional mean to you, now?

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18. How do you measure teacher professionalism/ what characterizes a professional teacher to you? Any five important aspects.

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19. What factors do you think contribute to teachers putting their profession into disrepute?

FACTOR	IMPACT

20. Have the issues mentioned above been synonymous with teaching?

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21. If your response to 20 is yes. At what period did you notice that the issues identified in 20 became common practices?

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Thank you for your co-operation

Appendix 4: Interview Guide.

LIST OF TOPIC GUIDES

- *In our previous research encounter you indicated that you chose teaching because Can you tell me more about this decision? Do you still feel the same? If not why?*
- *Tell me more about aspects of your work that make you happy?*
- *Tell me more about aspects of work that make you unhappy?*
- *Are there moments when you feel you want to leave teaching as a profession? What was the reason for that?*
- *What did you consider as fulfilling about teaching when you first joined the profession?*
- *What did you consider as frustrating about teaching when you first joined the profession?*
- *What do/did you regard as fundamental characteristics of being a teacher? (WHEN YOU FIRST JOINED THE PROFESSION)*
 - o *To what extent do you share these with your other colleagues? Have these changed in any way? What are the reasons for this change? (CURRENTLY AS AN EXPERIENCED EDUCATOR)*
- *What do you consider as fulfilling about teaching currently?*
- *What do you consider as frustrating about teaching currently?*

Appendix 5: Raw Data Interview Guide.

- ☞ In our previous research encounter you indicated that you chose teaching because it was a calling to you. Can you tell me more about this decision?
- ☞ Do you still feel the same?
- ☞ Why?
- ☞ What do you mean by that?
- ☞ Tell me more about aspects of your work that makes you happy.
- ☞ So you are happy and satisfied with your promotion?
- ☞ What do you mean? What makes you happy?
- ☞ Are there moments when you feel you want to leave teaching as a profession?
- ☞ What was the reason for that?
- ☞ What do you mean by showing commitment?
- ☞ Is there any other reason?
- ☞ But as teaching was a calling for you, you need not to care much about remuneration?
- ☞ What did you regard as fundamental characteristics of being a teacher?
(When you first joined the profession?)
- ☞ What do you mean by a respectable and dignified somebody?
- ☞ Do you mean that you are not respected by being a good teacher irrespective of engaging in these activities?
- ☞ To what extent do you share this with your colleagues?

- ☞ Do you mean that teachers are doing wrong things at school?
- ☞ If you cannot see them, how do you know?
- ☞ What did you consider as fulfilling as a teacher when you first joined the profession?
- ☞ What do you consider as fulfilling about teaching currently?
- ☞ What do you mean?
- ☞ What do you think causes these problems?
- ☞ What are these new policies? Explain.
- ☞ Are these problems only rested with the new policies and the Dept. Of Education?
- ☞ What are teachers doing (to assist the situation)?

Appendix 6: Survey Responses

QUESTIONNAIRE ON TEACHERS PERCEPTIONS OF THEIR PROFESSIONALISM

The information in this questionnaire will be confidential. The names of respondents and school names will not be identified.

SECTION A: BIOGRAPHY AND DEMOGRAPHICS

SCHOOL: A/ B/C

RESPONDENT'S REFERENCE: Miss Vaseine

1. Gender (Please tick one)

Category	Code
Female	1 ☒
Male	2
Any other, please specify	3

2. Age group (Please tick one)

Category	Code
Under 25 years	1
26- 35 years	2 ☒
36- 45 years	3
46-55 years	4
56-65 years	5

3. Qualifications (Please tick one)

Category	Code
Teachers Diploma	1
First Degree	2
Honours Degree	3 ☒
Masters Degree	4
Any other, please specify	

4. Post level (Please tick one)

Category	Code
Assistant Teacher	1 ☒
Head of Department (HOD)	2
Deputy Principal	3
Principal	4
Any other, please specify	

5. Phase Taught (Please tick one)

Category	Code
Foundation Phase	1 ☒
Intermediate Phase	2
Senior Phase	3
Further Education and Training	4

6. Employment status(Please tick the appropriate)

Category	Code
Permanent	1 ☒
Contract	2
SGB Post	3
Temporary	4

7(A) Teaching Experience:

Category	Code
01- 5 years	1
6- 10 years	2
11-15 years	3 ☒
16- 20 years	4
21 years and above	5

7 (B) Teaching Experience:

When did you start teaching : 1997 (YEAR)

7(C) Teaching Experience:

When did you start teaching in this school? 2008 (YEAR)

8. If you have been teaching for less than 5 years in this school and you were in another school, what was the reason/s for leaving your previous school? (Please provide details in the space provided)

To work in my place of birth so as to
be nearer to my family

SECTION B: TEACHING PROFESSION

9. Why did you choose teaching as a career? (Please tick one)

Category	Code
Only available job	1
Remuneration	2
Calling	3 ☒
Forced by parents	4
Any other, please specify	5

10 (A) How do you feel about your job? (Please tick the appropriate)

Category	Code
I love my job	1
Too much work	2 ☒
Boring	3
Meaningless	4
Any other, please specify	5

10(B) Please explain your response to 10 A

Our system requires the teacher to act as a scaffolding job yet leaves also not enough time.

11. What do you enjoy the most about your job? (Please give details in the space provided)

To work as a teacher, learners in the classroom.

12. What do you dislike the most about your job? (Please give details in the space provided)

Extra moral activities and especially music.

13. In what environment do you perform best as a teacher? Choose in order of importance.

Category	Code
1. I work best in a school environment where there is support and monitoring.	5
2. I work best in a school environment where there are clear policies.	2
3. I work best in a school environment where there is team work.	1
4. I work best in a school environment where I feel safe.	7
5. I work best in a school environment where there are adequate teaching and learning resources.	10
6. I work best in a school that is close to where I stay.	3
7. I work best in a school environment where there are opportunities for promotion	8
8. I work best if my salary is adequate for my needs.	4
9. I work best in a school environment where I do not have too much work load.	9
10. I work best in a school environment where there is provision for an individual's professional growth and development.	6

14 (A) What makes you perform below par? Choose in order of importance.

Category	Code
1. I do not perform well in a school environment where there is no support and monitoring.	5
2. I do not perform well in a school environment where there are no policies.	2
3. I do not perform well in a school environment where there is no team work.	1
4. I do not perform well in a school environment where I do not feel safe.	7
5. I do not perform well in a school	10

where there are inadequate teaching and learning resources.	
6. I do not perform well when my place of work is far from where I live.	3
7. I do not perform well in a school environment where there are no opportunities for promotion.	8
8. I do not perform well if my salary is low.	4
9. I do not perform well if I have too much work load.	9
10. I do not perform well in a school environment where there is no provision for an individual's professional growth and development.	6

14 (B). Please explain your responses to 14 (A) (Consider the first 5)

Category - 5: Learning need to do real teaching and life without library is
 Category - 2: Absence of policy leads to conflict and frustration
 Category - 1: When working a teacher needs to be motivated if he/she is in a right mood.
 Category - 7: Teachers deserve to get better & be promoted as a motivating factor.
 Category - 10: A teacher needs to be serviced so as to get & know current knowledge & changes.

SECTION C: PERCEPTIONS ON TEACHER PROFESSIONALISM

15. When you first joined the teaching profession, what did being a professional mean to you?

A place where there are more benefits because of your & high qualification status & where there are green pastures.

16. Have your perceptions changed? Explain.

Yes. There's only too much work load & learning less & suffers from stress as a result.

17. What does being a professional mean to you, now?

A proud profession because
of the valuable work to develop learners
to be future responsible citizens

18. How do you measure teacher professionalism/ what characterizes a professional teacher to you? Any five important aspects.

A humble person
A dedicated & committed person
Be responsible for your actions
Be enthusiastic
Be cooperative

19. What factors do you think contribute to teachers putting their profession into disrepute?

FACTOR	IMPACT
Irresponsibility	Unable to teach learners
Rudeness	Produce criminal learners
Drunkness	Engage in low morals.
Absenteeism	High failure rate of learners

20. Have the issues mentioned above been synonymous with teaching?

Yes

21. If your response to 20 is yes. At what period did you notice that the issues identified in 20 became common practices?

Ever since I started teaching.

Thank you for your co-operation

QUESTIONNAIRE ON TEACHERS PERCEPTIONS OF THEIR PROFESSIONALISM

The information in this questionnaire will be confidential. The names of respondents and school names will not be identified.

SECTION A: BIOGRAPHY AND DEMOGRAPHICS

SCHOOL: A/ B/C

RESPONDENT'S REFERENCE: Mr Magade

1. Gender (Please tick one)

Category	Code
Female	1
Male	2 ☒
Any other, please specify	3

2. Age group (Please tick one)

Category	Code
Under 25 years	1
26- 35 years	2
36- 45 years	3 ☒
46-55 years	4
56-65 years	5

3. Qualifications (Please tick one)

Category	Code
Teachers Diploma	1
First Degree	2
Honours Degree	3
Masters Degree	4
Any other, please specify	<u>FURTHER DIPLOMA IN EDUC.</u>

4. Post level (Please tick one)

Category	Code
Assistant Teacher	1 ☒
Head of Department (HOD)	2
Deputy Principal	3
Principal	4
Any other, please specify	

5. Phase Taught (Please tick one)

Category	Code
Foundation Phase	1
Intermediate Phase	2
Senior Phase	3 ☒
Further Education and Training	4

6. Employment status(Please tick the appropriate)

Category	Code
Permanent	1 ☒
Contract	2
SGB Post	3
Temporary	4

7(A) Teaching Experience:

Category	Code
01- 5 years	1
6- 10 years	2
11-15 years	3
16- 20 years	4 ☒
21 years and above	5

7 (B) Teaching Experience:

When did you start teaching :1991.....(YEAR)

7(C) Teaching Experience:

When did you start teaching in this school?1998.....(YEAR)

8. If you have been teaching for less than 5 years in this school and you were in another school, what was the reason/s for leaving your previous school? (Please provide details in the space provided)

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SECTION B: TEACHING PROFESSION

9. Why did you choose teaching as a career? (Please tick one)

Category	Code
Only available job	1
Remuneration	2
Calling	3
Forced by parents	4 ☒
Any other, please specify	5

10 (A) How do you feel about your job? (Please tick the appropriate)

Category	Code
I love my job	1 ☒
Too much work	2
Boring	3
Meaningless	4
Any other, please specify	5

10(B) Please explain your response to 10 A

I'm happy to teach and to work with children. I like working together with my colleagues and parents.

11. What do you enjoy the most about your job? (Please give details in the space provided)

Developing young children from one stage to another. I become happy when looking at my future products.

12. What do you dislike the most about your job? (Please give details in the space provided)

Lack of commitment on the part of school learners. Learners letting down my dedication by not doing tasks given to them. Learners of today do not take education seriously.

13. In what environment do you perform best as a teacher? Choose in order of importance.

Category	Code
1. I work best in a school environment where there is support and monitoring.	3
2. I work best in a school environment where there are clear policies.	1
3. I work best in a school environment where there is team work.	4
4. I work best in a school environment where I feel safe.	10
5. I work best in a school environment where there are adequate teaching and learning resources.	6
6. I work best in a school that is close to where I stay.	5
7. I work best in a school environment where there are opportunities for promotion	2
8. I work best if my salary is adequate for my needs.	7
9. I work best in a school environment where I do not have too much work load.	9
10. I work best in a school environment where there is provision for an individual's professional growth and development.	8

14 (A) What makes you perform below par? Choose in order of importance.

Category	Code
1. I do not perform well in a school environment where there is no support and monitoring.	3
2. I do not perform well in a school environment where there are no policies.	1
3. I do not perform well in a school environment where there is no team work.	2
4. I do not perform well in a school environment where I do not feel safe.	7
5. I do not perform well in a school	

where there are inadequate teaching and learning resources.	10
6. I do not perform well when my place of work is far from where I live.	5
7. I do not perform well in a school environment where there are no opportunities for promotion.	4
8. I do not perform well if my salary is low.	6
9. I do not perform well if I have too much work load.	9
10. I do not perform well in a school environment where there is no provision for an individual's professional growth and development.	8

14 (B). Please explain your responses to 14 (A) (Consider the first 5)

Code 3 - Teaching in a senior requires team work to develop learners in totality.
 Category 1 - a school with a principal ensures thorough mentoring and boost confidence, leadership develops through monitoring. Support from colleagues is encouraging.
 Category 2 - a school with policies indicates a mission to a vision. Nobody is just doing according to his/her own will.
 Category 7 - promotion encourages leadership character.
 Category 10 - a teacher must always develop as required by OBE.

SECTION C: PERCEPTIONS ON TEACHER PROFESSIONALISM

15. When you first joined the teaching profession, what did being a professional mean to you?

Understanding myself as having a crucial role to play in my country, regarded the profession as giving myself and my family a highest status in society.

16. Have your perceptions changed? Explain.

Still seeing things as happening according to my earlier perceptions. I'm still hoping to achieve my role in my country.

17. What does being a professional mean to you, now?

Teaching is a struggle because of the new era of transition. This comes from the new education system of the new government. I'm struggling to achieve my dreams

18. How do you measure teacher professionalism/ what characterizes a professional teacher to you? Any five important aspects.

Respect to your country by obeying everything. Discipline whereby you have good manners of communication. A teacher must be presentable, dress formally, be a model to learners. Be a responsible teacher even to your family

19. What factors do you think contribute to teachers putting their profession into disrepute?

FACTOR	IMPACT
Punctuality	Learners also became lazy.
Drunkness at school	Influences bad behaviour to learners
Attending social local activities	Teachers lose respect from learners and the community.

20. Have the issues mentioned above been synonymous with teaching?

Not very much but at least to some degree.

21. If your response to 20 is yes. At what period did you notice that the issues identified in 20 became common practices?

Some time during the middle of my career.

Thank you for your co-operation