THE ROLE OF PRINCIPALS IN PROMOTING

TEACHER PROFESSIONALISM

IN

UMBUMBULU DISTRICT SECONDARY SCHOOLS

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H.M. MKHIZE
UMLAZI
JANUARY 2000

DECLARATION

I declare that:

The role of principals in promoting teacher professionalism in Umbumbulu District Secondary schools is my own work and that all the sources I have quoted have been acknowledged by means of references.

H.M. MKHIZE

Date: 27/01/2000

DEDICATION

I dedicate this work to:

1. *My mother, Bella Tholani; my late father, Sithembiso Ka Mafuzeyana; my late grandparents, Khanyisani and Ritta Mkhize.*

2. *My present family.*

3. *Principals, and teachers of Umbumbulu District Kwa-Zulu-Natal.*

ABSTRACT

This research examined The role of principals in promoting teacher professionalism.

The study made use of questionnaires to determine what principals do / do not do to promote and maintain teacher professionalism.

On the basis of views from respondents, the study concluded that teachers in the areas studied, perceive some principals as promoting professional behaviour.

The research project established that there are teachers who are unprofessional in some of the schools that were investigated.

The research recommended strategies to enhance professionalism in schools.

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CHAPTER 1

ORIENTATION OF THE PROBLEM

1.1   INTRODUCTION

This research is about the role of principals in the establishment and promotion of teacher professionalism in secondary schools in Umbumbulu. In order to establish a common understanding of the study it is essential to define concepts in the title.

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1.2   DEFINITION OF CONCEPTS

1.2.1   Role

Role is defined as a function that any individual or institution can play in society to fulfil a particular objective of that particular society. It refers to one's function to what a person is appointed to do or is expected to do (Oxford Dictionary, 1983). Gray (1979:76) sees role thus: "... a complex of behaviour that goes with the position and is dependent on the individual's interpretation of the expectations of others in the organization."

Ngcongo (1986:1) states that, any task and function performed by the incumbent is derived from the perceptions of what others within the organization expect of this position and behaviour.

In this study, role is defined as a part or function played by the principals in developing teacher professionalism in secondary schools in KwaZulu-Natal, especially in Umbumbulu.

1.2.2 Principal

Principal refers to the head of school. In this research the term principal will refer primarily to secondary school heads. These can either be male or female.

Cawood and Gibbon (1980:5) see the principal as an: "Administrative and organizational leader and the instructional leader of a school and a staff team". The principal is the one who takes the leading role in a school.

1.2.3 Teacher

A teacher is anyone who teaches or instructs, especially as an occupation. In the Employment of Educators Act, Act No. 76 of 1998:4 the concept teacher or educator means "any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under this Act."

1.2.4 Professionalism

Professionalism refers to professional character, method or conduct, the stamp of a particular profession. Professionalism is the position or practice of a professional as distinguished from an amateur (The Oxford English Dictionary, Volume viii:1428).

Professionalism therefore means the state of being able to display acceptable behaviour appropriate to a profession. As a teacher it means showing appropriate professional conduct like honesty, integrity, accountability, fairness, pursuit of excellence, promise-keeping, respect and caring for others.

A professional person is the one who is committed to his job, and always endeavours to do the best he can, under given circumstances. Professionalism comes about as a result of a conscious effort on the part of the individual who recognises and accepts that he has a duty:

- ► to do his work the best he can in order to benefit his clients
- ► to serve the community in the way they desire
- ► to improve his educational qualifications, his skills and techniques
- ► to uphold the integrity, status and good reputation of the profession.

When one speaks of professionalism one needs to understand what a profession is. Although no agreement has been reached as to a universally accepted definition of "profession", an attempt is made in the research to briefly clarify the concept, and to show how relevant the idea of profession is to teaching.

The Shorter Oxford English Dictionary defines a profession as: "A calling in which knowledge of some department of learning is used in its application in the affairs of others".

1.2.5 Secondary schools

Secondary schools will mean all schools with standards six to ten, or eight to ten, in KwaZulu-Natal. These schools, historically, admit black (African) students (Ngcongo, 1986:10).

The secondary schools level was chosen because the researcher as a teacher at this level became aware of the problem under study.

1.3   MOTIVATION FOR THE STUDY

Based on personal observation and experience as a secondary school teacher, the researcher has noticed that secondary schools in Umbumbulu, like most historically black schools in KwaZulu-Natal, have experienced a decline of teacher professionalism.

The researcher saw it as important to investigate the role of principals in promoting teacher professionalism and to determine the strategies which can be used to establish, promote and maintain professionalism in historically disadvantaged secondary schools in Umbumbulu. As a teacher, the researcher was of the opinion that an investigation of this kind can pave the way for improved teacher professionalism in schools. A scientific study of teacher professionalism in some Umbumbulu schools can provide data, which can be used to make constructive recommendations towards teacher professionalism.

1.4   STATEMENT OF THE PROBLEM

Lack of teacher professionalism is a serious problem in black secondary schools. There are many teachers who do not behave like professionals at all. They do not show appropriate ethical conduct towards their clients. They do not honour teaching periods nor avail themselves for school duties regularly, for instance. This results in teachers performing their duties poorly and affecting the school management. This seriously affects teaching and learning and contributes to a decline of the culture of both teaching and learning. These teachers make it very difficult for their well-behaved peers to be seen as professionals and so teaching as a profession falls short on this point because of the misbehaviour of the minority.

1.5 AIM OF THE RESEARCH

The research evaluates the effectiveness of the role of principals in promoting teacher professionalism in these schools.

The aims are the following:

1.5.1 To investigate professional behaviour among school principals which can be of help to them in the development of teacher professionalism;

1.5.2 To examine the factors which impact on the role of the principal in the development of teacher professionalism;

1.5.3 To determine the role which the principals play in the development of teacher professionalism.

1.6 CRITICAL QUESTIONS

The questions which the research sets to respond to are:

1. What are the causes of a decline in teacher professionalism?

2. What impact does the behaviour of principals have on teacher professionalism?

3. How does the lack of teacher professionalism affect the effective teaching and learning as main goals of school education?

4. How can the principal promote teacher professionalism among his staff?

1.7   ASSUMPTIONS UNDERLYING THE STUDY

This project will be based on the assumptions that:

▶ the majority of teachers are unprofessional in doing their duties,

▶ the principals do not promote and maintain teacher professionalism.

1.8   DELIMITATION OF THE STUDY

The research will be conducted in the secondary schools of Umbumbulu District.

1.9   LIMITATION OF THE STUDY

1.9.1 Geographical areas of research

At the time of this research there were 62 secondary schools in Umbumbulu — an area stretching from Umkhomazi River in the south to Umlazi River in the north and from the Indian Ocean in the east to Richmond and Pietermaritzburg in the west.

The area covers seven circuits totalling approximately 6 241 853 km (Human Science Research Council, Durban). (See map of Umbumbulu in Appendix 6).

Umbumbulu is mountainous and has big rivers with no bridges. It is a rural area with poor road conditions. The schools in the area are far-flung and are not easily accessible by car.

The wide distribution of circuits makes it difficult to contact all subjects or respondents personally. Therefore the selection of the sample will be limited by

the extent of geographical distribution of schools, and the questionnaire will be used as one of the research tools.

1.10 SIGNIFICANCE OF THE RESEARCH

The main reason for this study is to investigate and highlight the role played by secondary school principals as leaders in the development of teacher professionalism. It presents strategies for developing teacher professionalism in secondary schools in KwaZulu-Natal, especially in Umbumbulu.

Therefore, through its findings and recommendations this study will:

► provide knowledge and insight into factors that influence the promotion and maintenance of teacher professionalism,

► enable the researcher to make valuable recommendations for the advancement of education,

► place teachers in a better position to prepare and equip the youth more effectively for thefuture; especially when factors which hinder teacher professionalism have been diagnosed.

In this way the study can benefit educators and managers of education at all levels by highlighting ways to explore the development of teacher professionalism.

1.11 METHODS OF RESEARCH

This section is fully dealt with in chapter three: only a brief summary is outlined here. The project will proceed along the following lines:

1.11.1 Literature review

The researcher will make a critical study of relevant literature concerning the problem in teacher professionalism.

1.11.2 Questionnaire survey

The researcher will use a questionnaire on teacher professionalism to obtain data from teachers and principals of secondary school of Umbumbulu. As data could not be collected from all teachers in the schools, a sample of educators will be composed.

The wide distribution of circuits in Umbumbulu makes it difficult to contact all subjects or respondents from all 62 schools, hence 50% of the schools, i.e. 31 schools, have been randomly selected for the research. As Umbumbulu district consists of seven circuits at least four schools have been selected from each circuit.

1.12 ORGANIZATION OF THE STUDY

Chapters in this research are structured as follows:

Chapter one

This chapter orientates the reader and sets out the scope and objectives of the study by giving the following: the statement of the problem; background of the study; the purpose of the study; the definition of operational terms; delimitation of the study and methods used to collect data.

Chapter two

This chapter presents a review of literature on teacher professionalism.

Chapter three

The methodology used in the research will be outlined. A layout of the structure of the questionnaire will be provided. The procedure used to collect and analyse data will also be discussed.

Chapter four

The chapter will contain the analysis and interpretation of data. Conclusions drawn from the questionnaire results shall be presented.

Chapter five

In the last chapter, conclusions from the whole study and recommendations will be made.

1.13 CONCLUSION

In this chapter, the study under investigation has been highlighted. The key concepts in the research topic have been defined and their relatedness to one another has been described. Furthermore, the problem under investigation has been clearly stated and discussed. Chapter two will look at the review of literature on teacher professionalism.

CHAPTER 2

LITERATURE REVIEW ON PROFESSIONALISM

2.1   INTRODUCTION

In chapter one an orientation to the research was given. The aim of, and problem investigated in this study was put into focus. Furthermore, chapter one presented the background, problems, purpose and proposed research procedure of the study. This chapter provides a review of literature on the role of principals in promoting teacher professionalism.

In the first section below some characteristics of a professional are highlighted.

2.2   CHARACTERISTICS OF A PROFESSIONAL

Authors like Baly (1975), Hoyle and John (1995), Waters (1985), Quinn and Smith (1987), De Witt (1981) and Schreuder, du Toit, Roesch and Shah (1993) advance a number of characteristics, which the professional teachers embrace. The characteristics referred to are:

- ▶   specialised knowledge and skills and lengthy periods of training
- ▶   autonomy and self-governance
- ▶   responsibility and accountability to clients
- ▶   unique and essential social service
- ▶   code of conduct
- ▶   permanent membership
- ▶   belonging to a professional body
- ▶   keeping professional knowledge up-to-date by active participation in research or the reading of literature in his field.

2.3   TEACHERS AS PROFESSIONALS

In addition to the above-mentioned characteristics, various educationists give a range of definitions of teachers as professionals. Some of these educationists are cited in the following paragraphs.

Thembela (1981:5) points out that teachers as professionals must, among other characteristics, cultivate democratic leadership and truly professional behaviour.

Authors like Schreuder *et al.* (1993:10) declare that teachers, as professionals, must ensure that they always provide service of a high quality. Their professionalism is also enhanced if they are people of irreproachable character and command respect by the manner in which they provide their service. They must always display a positive professional attitude towards their educational task.

Schreuder *et al.* (1993:11) further state that there are important requirements of the profession on the basis of which teachers are judged. These requirements are:

► A professional teacher should generally provide an indispensable social service to the community. The teacher, therefore, has the sole right to instructing and educating the children of a particular community.

► A professional person must be in command of specialised knowledge in order to identify specific problems in the work situation, to analyse them and to solve them. For instance, the child is exposed to more complex problem situations and the teacher is expected to deal with these difficult issues.

► From the above requirements the researcher is inclined to assume that in order for the teacher to cope with his professional requirements he/she

should accept responsibility for his professional growth by attending in-service courses and staff development seminars in order to keep abreast of professional development in his field.

► A professional person should generally be a member of a professional controlling body, which controls admission to the occupation and determines its code of behaviour. The body also has disciplinary and supervisory duties and responsibilities, including cases where members of the profession are guilty of misconduct or do not provide satisfactory service to the community. In South Africa the South African Council for Educators (SACE) was established as an official body as a result of agreements reached in the Education Labour Relations Council (ELRC). It is compulsory for practising teachers to register with the Council and to comply with its standards of professional practice (Human Resources Management Manual, 1998:94).

Professionals are admitted by their peers. They control entry or admission of members into the profession (Schreuder *et al.*, 1993:12). In South Africa teachers do not control entry or admission of members into the profession like in other professions. They are admitted through the Education Department. This is not regarded as a professional body and is certainly not made up of practising teachers. The profession has no say in the admission and training of the prospective students. Universities and Training Colleges have no selection procedures which determine who should or should not be a teacher.

The problems that seem to have resulted from the absence of selection procedures to teaching are many: Firstly there are too many people in the teaching profession who should not be there, and secondly many people use this training as a step to other careers. Probably, these issues affect the degree of professionalism of teachers.

Teaching as a profession has various types of teachers as professionals. However, for this study the researcher wants to discuss types of teachers that are identified by Thembela.

Thembela (1985:7-10) refers to three types of teachers. There is a teacher who in his view is narrow-minded, conservative and nationalistic. This is the teacher who only attends to his classroom and his subject. Then Thembela makes mention of a broad-minded and liberalistic teacher. This teacher understands issues underlying the current arguments about education. He asks questions such as why he must teach this or that subject in this and not that way. This teacher understands the philosophy and sociology of education. This teacher apparently is critical in his thinking. As Thembela says, such a teacher:

▶ has begun to clarify his own personal beliefs and attitude. He realises that even mathematics (to say nothing about history and literature) is taught in terms of a particular ideological base. He realises that education is an instrument of society but can also do something to shape that society rather than remain neutral;

▶ has developed the ability to lead the learner to take over responsibility for his own learning and development in the subject. This broader understanding enables this professional to realise that knowledge *per se* (and the passing of exams) is not important, but the development of the human personality;

▶ realises that his pupils are not merely being trained to acquire skills that will fit them neatly into the economic machinery so that they become productive units;

▶ has developed the wisdom to enable him to function as a professional within the limitations imposed upon him by his employers but operates beyond the mere prescriptions of the syllabuses. If he is really broad he can even afford to ignore the syllabus and concern himself with assisting his pupils to develop their personalities for personal satisfaction and social usefulness. When this happens, obviously the syllabus and examinations take care of themselves.

Finally Thembela refers to an emancipatory type of teacher. This teacher is different from the first two. While a narrow-minded teacher will experience frustrations as he finds that his pupils can't learn his subject matter because of the unfavourable social circumstances, a broadly-based professional is also frustrated when he realises that he can never really develop the potentialities and personalities of his pupils because of the social circumstances. However, an emancipatory teacher consciously realises that education must be accompanied by societal transformation. Thembela's view on types of teachers speak to different levels of professionalism and locates the concept of professionalism to education in its wider sense. Professionalism is underpinned by core values. Frankl (1982) suggests three types of values, namely creative, experiential and attitudinal as part of being professional:

Creative values

Creative values are those that are realised by productive action. The clearest example is provided by teachers who feel they have a calling or a mission in life. They perceive their actions as having objective importance. Frankl maintains that one does not have a profession or an exalted calling to actualise creative values. Any teacher who takes his work seriously and who sees it as a worthwhile contribution is realising a creative value.

<u>Experiential values</u>

Experiential values are those that are realised by taking a courageous stance towards limiting conditions. A person may face an unpleasant destiny, a destiny that must be accepted. For example, the teachers who are to be redeployed because they have been declared in excess in their schools. Professional teachers face this unpleasant situation with courage and it does not affect the way they carry out their duties. On the other hand, the unprofessional teachers start misbehaving and absenting themselves as soon as they have been declared in excess.

The next discussion is on the influence of moral ethics on teachers' professionalism.

2.4   THE   INFLUENCE   OF   MORAL   ETHICS   ON   TEACHER   PROFESSIONALISM

Ngcobo (1997:6) states that one cannot speak of "profession" without any reference to ethics because the idea of profession involves a particular group of people who supply a specific specialised product to society. To avoid friction, misunderstanding, conflict, and possible disharmony the conduct of members of the profession has to be controlled. In South Africa SACE has been established, as said above, to monitor ethical behaviour among teachers. Control over the profession involves ethics. Husen and Postlethwaite (1994:6208) advance two reasons why this is so. First, teaching is a moral issue because teachers are among the most important influences on the lives of children, and secondly the issue of teaching involves making discretionary judgements "in situations of unavoidable uncertainty".

Morals in education go hand-in-hand with values. Professionals recognise the importance of values and try to uphold them both in their own lives and in the

society, which they serve. Frazier (1980:41) states that values are guidelines to behaviour based on tested alternatives.

They are concepts, goals or activities defined as important in a society, things worth being or doing or having (McGee, 1972:208). Shaver (1976) defines values as "standards and principles for judging worth. They are the criteria by which we judge things" (people, objects, ideas, actions and situations) to be good, worthwhile, desirable, or on the other hand, bad, worthless, despicable, or of course, somewhere in between these extremes.

Luthuli (1990:29) states that values are what people value, what they consider important and meaningful. A teacher should examine his own values and those that he is passing on to his pupils and make sure that they are of the highest and best that he can provide. It is important to teach values in schools as part of education. Pupils should be taught how to behave in society and how to behave towards other people. Thembela (1985:2) argues that values are important in that they influence how one behaves.

The next discussion is one on the role of principals in promoting a positive school climate.

2.5 THE ROLE OF THE PRINCIPAL IN PROMOTING A POSITIVE SCHOOL CLIMATE

The principal plays a key role in the successful implementation of professional development. Schreuder *et al.* (1993:3) advise that the principal must take the lead in creating a positive climate for professional development.

The school climate is a unique atmosphere, which prevails in the school as a result of interaction between the principal, teachers, learners and other stakeholders.

Schreuder *et al.* (1993:12) suggest that close cooperation between these groups in the interest of the pupil's education leads to a positive school climate.

A positive and pleasant atmosphere in the school encourages teachers, learners and parents to become involved in and contribute to school activities and increase productivity. Wilkinson and Cave (1987:133), in support of the above concepts, argue that the manager has a potential to influences climate. They refer to structures, such as policies, decision-making processes, and management style, which contribute to the distinctive climate. This influences the nature and quality of communication in the institution.

2.6 THE ROLE OF THE PRINCIPAL IN PROMOTING PROFESSIONAL COMMITMENT

Husen and Postlethwaite (1994:6209) see professional commitments as "the teacher's commitment to being knowledgeable, competent and instructionally effective". They maintain that "professional commitment is about doing a good job". As far as teaching is concerned professional commitment refers to the degree to which an individual teacher feels obliged to do his best to satisfy the needs of his clients (Ngcobo, 1997:3). Ngcobo sees professionally committed teachers as:

► Serving their clients the learner, to the best of their ability.

► Upholding the principles of diligence, consultation, transparency and partnership.

► Putting the interest of the learners before their own.

► Giving of their best regardless of possible financial or material gains.

Nias (1989:32) points out that "teachers see themselves as committed to one or more of the following four things:

- to caring for children
- to the attainment of high occupational standards
- to seeing themselves as teachers
- to a career they cannot afford to leave.

These four types of commitment are not mutually exclusive, one particular teacher can subscribe to all four. The level of commitment and the things to which teachers are committed vary from teacher to teacher.

Teachers at secondary schools may be more committed to attainment of high occupation standards than to caring for children. Husen and Postlethwaite (1989:6209) confirm this when they point out that "Commitment to teaching a subject is the main reason why secondary school teachers enter the profession". Clearly the professional commitment of teachers is influenced by a number of factors.

Among them are the following.

- the teacher's conception of teaching and what the aims of teaching are.

- the teacher's pre-service preparation and whether this adequately prepared him.

- the manner in which the teacher landed in teaching; that is, was teaching his first choice, or was he compelled by circumstances to take up teaching?

Husen and Postlethwaite (1994:6209) state that professional commitment is a "source of satisfaction" and becomes stronger as a teacher gains more and more teaching experience.

From the above-mentioned variations in the level of professional commitment the researcher assumes that teachers need to be motivated to higher levels of commitment.

2.7   TEACHER MOTIVATION AND PROFESSIONAL COMMITMENT

Atkinson (1964) sees motivation as "contemporary (immediate) influence on the direction, rigor and persistence of action". Atkinson also believes that motivation implies dedication and continued focused effort.

According to Robbins (1993:205) motivation is a willingness to exert a high level of effort towards the organization's goals. This view is supported by Ngcongo (1995:19) who states that "motivation involves being purposeful in dealing with a task at hand or in working at a set goal".

In a school the principal has a responsibility to influence his staff to achieve the desired results. Sergiovanni supports this notion when he argues that because of his position as a leader, the principal is best suited for staff motivation. "The principal is the focal point of staff motivation and is also a booster of the moral of the staff (Mthabela, 1997:23). The views of Sergiovanni (1987) and Mthabela (1997) are confirmed by Hall and Hord (1984) who claim that the principal is the key to what happens in his school.

For the principal to be able to perform his role of motivating his staff successfully he/she must have profound knowledge of his teachers' needs as well as organizational needs and how they are satisfied. The knowledge of the teachers'

needs does not only make the principal more sympathetic and humane but he understands his teachers better and therefore handles and leads them more effectively.

In a school situation, motivation refers to the principal's ability to bring out his/her staff's full potential in the pursuit of school aims and objectives. His ability to motivate will obviously help him to be a more effective head.

From the above discussion on motivation the researcher perceives motivation as a means of causing a person to act in a particular way or to stimulate the interest of a particular person in an activity.

2.8   THE ROLE OF THE PRINCIPAL IN PROMOTING PROFESSIONAL COMPETENCE

A competent person is one who is capable or skilled (Chambers Universal Learner's Dictionary, 1980:128). The Collins Concise Dictionary explains competence as "the state of being capable". Other words that are associated with competence are adequacy, appropriateness, expertise, fitness proficiency, skill and suitability (Collins Thesaurus, 1986:88). A competent person is therefore one who is able, skilful, efficient, suitable, properly qualified and effective in his job. Baly (1975:6) defines competence as "the technical skill required to meet the needs, which called that particular profession into existence". In teaching competence requires the acquisition of appropriate knowledge and the skill to impart it in the form of instruction.

Bayles (1989:84) points out that "competence is probably the most crucial of professionals' characteristics". Ideally every professional should be committed to meeting his clients needs. To do this he/she must possess an appropriate level of competence to carry out his/her duties to the best of his/her ability.   An

incompetent professional will almost always suffer the indignity of the loss of his/her integrity.

As it has been stated earlier the degree of competence varies from teacher to teacher. This makes it necessary for the principal to evaluate the degree of competence of every teacher in the school. This will make it possible for the principal to create opportunities for individual teacher development. The principal can then start organising staff development and in-service education and training programmes for his teachers according to their needs. Obviously the more competent a teacher is, the more able he is to meet his clients' needs. Also obvious is the fact that many factors are accountable for a teacher' competence level. First among those factors will be the teacher's amount of academic knowledge in his specialist subject. Ngcobo (1997:09) declares that a teacher whose knowledge of his subject is not up to standard will find it difficult to achieve a desirable level of competence no matter how good and skilled he may be in the other areas of his crafts.

The Committee on Teacher Education Policy (COTEP) (1994) points out that there are two categories of competence, namely general and specific competence. General competence applies to all teachers regardless of the level or category of school where they are used. These competencies relate to knowledge, skill, values and attitudes.

Specific competencies are those that relate to either a pre-school, a primary school or secondary school. These are specific because they address the needs of the child at a specific stage of development. The training of teachers who will teach secondary school children should be geared to their specific needs.

It seems a number of approaches may be used in promoting teacher competence. Ngcongo (1995) refers to the following: induction, orientation and staff

supervision through staff development as well as establishing appropriate culture. Literature with regard to each of these will be reviewed below:

2.8.1 Staff induction and teacher commitment

One of the tasks of the principal is the induction of new teachers to the reality of teaching and to enable them to make up for any shortcomings that there may have been in their pre-service training at college or university.

Gorton (1983:174) defines staff induction as "a process by which recently employed individuals are helped to become oriented to a new environment, which includes the community, the school system, the teaching position, and the people with whom they will be working? Ngcongo (1995:15) states that on assumption of duty teachers may have the theory and some skills of teaching, but they need support to put to practice those skills and methods of teaching learnt.

The new teacher has usually graduated and assumes his new post after having been a student. By inference, this clearly means that the new teacher starts by being uncertain and anxious about what is lying ahead of him. Their uncertainties and anxieties can be allayed through orientation.

Bjork (1994) recommends effective communication between teachers and principals as a specific method which may be used by the principal to reduce teacher fear, uncertainty and anxiety. Gross and Herriott (1965) support the view held by Bjork that it is generally assumed that an effective principal can reduce the fear and anxiety of his teachers. One way in which principals can do this is to involve teachers in making decisions. In this way teachers are part of school leadership and are most likely to accept it.

Ngcongo (1995:16) states that there are no hard and fast rules on how orientation must be done. However, she makes the following suggestions regarding how orientation may be done:

► Documenting information on all routine issues.

► Conducting a need assessment on areas in which teachers require special orientation.

► Dividing areas in which teachers are to be oriented on according to what is common, then conducting orientation in units.

► Establishing a mentoring system for beginner teachers.

► Focusing on a helping rather than an evaluative relationship with new teachers for a year.

Gorton (1983:124) states that it is important for the principal to note that the kind of reception a new teacher receives from the principal, his colleagues, inspectors and the community influences to a considerable degree his future attitude towards teaching as a profession. Above all, the principal should help the new teacher to integrate quickly into the school. Gorton further states that it is important for the principal to note that poor induction can lead to new teachers leaving quickly, extra recruitment costs, constant misunderstanding and unnecessary queries and grievances as well as decrease in productivity generally.

Johnson (1993:205) also argues that it is important for new teachers to be oriented to meet system expectations through evaluation but "as teachers become more proficient and obtain tenure, the orientation of teacher evaluation process needs to change" and "become a process that facilitates teacher growth and development in a supportive and collaborative manner".

2.8.2 Supervision and enhancement of teacher commitment

One of the most important tasks of the principal is to supervise and manage teachers and to ensure coordination and effective accomplishment of their tasks. Without supervision and management, teachers may not achieve the required results within the given time frame.

Oliva (1993), as cited by Ngcongo (1996:184), sees supervision as a service to teachers both as individuals and as groups and as a means of offering specialised help in improving instruction (teaching). From this definition it is noted that there is 'a clear difference between supervision and evaluation. According to Ngcongo (1995:32) supervision is a cooperative exercise between teachers and designated supervisors, such as principals. She sees supervision as a process which facilitates the development of teachers. Evaluation on the other hand is a judgemental exercise.

For principals to be able to perform supervision successfully they must understand the three models of supervision and their implications for the role of principals as supervisors.

The three models of supervision are:

(i)   Traditional supervision.
(ii)   Peer supervision.
(iii)   Clinical supervision.

For the principal to be able to choose the appropriate models of supervision he/she must first understand the different levels of the teacher's development and choose a method of supervision appropriate to the development stage of a teacher. In his view of supervision Glickman categorises teachers into four groups based upon their levels of commitment and abstraction. These four groups are:

(i)   Drop-outs.

(ii)   Analytical observers.

(iii)   Unfocused workers.

(iv)   Professionals.

Teachers with low levels of commitment and abstraction may need traditional supervision while the principal may encourage teachers with a high level of commitment and abstraction to use peer supervision.

Regarding unfocused workers the principal can arrange regular experiential workshops on problem-solving. After each workshop the principal assesses the teacher's level of abstraction.

Ngcongo (1995:34) suggests that the workshop could follow the following model:

(a)   Identification of a problem.

(b)   Workshop on common problems experienced by the teachers concerned.

(c)   Monitoring of progress in terms of degree of participation in problem-solving and the ability to solve problems.

(d)   Identification of new problems with and without the assistance of the teachers. Then the process of supervision starts all over again.

2.8.3 School culture and teacher commitment

Every group operates within a common set of assumptions about the way things are done. It has beliefs, values and practices which should guide group members. This is part of organizational culture. Robbins (1993:603) defines organizational

culture as "a system of shared meaning held by members that distinguishes the organization from other organizations". "Culture defines what is possible and not possible. People within a culture tend to view issues in a similar manner".

Robbins further states that in a school situation the principal socialises new teachers into a school setting. The new teachers adopt the common practices of the school, i.e. the school culture.

According to Rosenholtz (1989) the school culture varies from school to school and can be placed on a continuum from the highly cohesive "forward moving" schools on one end to "stuck" schools on the other end, in which teacher isolation and estrangement are the norm.

Norris (1994:2) states that forward-moving schools have growth oriented values and believes supported by all teachers in the building. Teachers have concern for learners' academic progress.

They work together, share instructional strategies and engage in continuous improvement. These teachers put aside petty differences to accomplish the goals of the school.

According to Edmonds (1982) "forward-moving schools are generally characterised by principal leadership which focuses on instruction, a safe and orderly environment, high expectations of students, clearly articulated instructional goals and monitoring of student progress".

The researcher would assume that it is the duty of the principal to develop and maintain the culture of a forward-moving school so as to develop teacher commitment among his staff. Norris (1994) and Robbins (1993) suggest a number of approaches in promoting school culture.

- The principal learns the culture of a school in terms of heroes and heroines, areas of pride, rituals, ceremonies and cultural networks. To learn about the culture and key people, the principal asks questions about the meanings behind events and why things are done the way they are.

- Learning the culture of the school is learning how things are done, why they are done in that way and what happened to the people and institution in the process.

- Deal and Kennedy (1982) recommend asking people who relate stories about the organization for the names of others who could share additional information.

- The principal establishes communication linkages. He/she must feel the pulse of the organization through informal conversations, feedback surveys, suggestion boxes, spontaneous interviews and an open door policy.

- The principal meets teachers' needs. He/she enhances teachers' self-esteem by providing the resources and encouragement that is necessary for every teacher to be the in-house expects on a facet of education. The principal acknowledges and shows appreciation of the efforts of his teachers.

- The principal creates opportunities for renewal. He/she creates opportunities for individual growth. He/she enlarges the role of professional development to encompass areas of personal renewal and reflections.

- The principal models the vision that he has for his school. If the vision includes teachers sharing power with students and parents then he/she must be willing to share power with teachers.

▶ The principal of a forward-moving school is a risk-taker, open to the ideas of others, willing to admit to mistakes. He trust others and believes in continuous improvement.

▶ The principals are involved in the selection of teachers. As school leaders, principals have the opportunity to hire new teachers. Principals of schools with a well articulated set of beliefs must recruit teachers who support this orientation or the school will not move forward.

▶ Another role of the principal is to build a strong culture, which is open to self-examination and innovation. He promotes a learning community where he is the number one learner. He/she can do this using a number of different approaches. He may buy copies of educationally relevant books for teachers to read and host after school meetings, to discuss the new ideas.

In supporting the view stated above by Norris and others, Barth (1990:72) states that if principals want students and teachers to take learning seriously, if they are interested in building a community of learners, they must not only be head teachers, headmasters or instructional leaders, they must, above all, be head learners.

Barth goes on to say that the principal who is a committed head learner is likely to have a school full of students and adults who are committed learners.

Norris (1994:5) suggests that districts need to pay attention to teacher recruitment. He declares that last-minute or hurried hiring practices need to be replaced by screening processes, which assess the values and educational beliefs of candidates as well as their teaching skills.

The next discussion will review the role of principals in promoting professional responsibility.

2.9 THE ROLE OF THE PRINCIPAL IN PROMOTING PROFESSIONAL RESPONSIBILITY

Responsibility implies honesty, diligence, loyalty and fairness. It implies a commitment to a certain code of professional ethics whereby the practitioners undertake to serve their clients in the best manner possible, conduct themselves in a manner acceptable to the profession, and promote unity, discipline, competence, cooperation, professional development, and dedication to duty.

Responsibility can take several forms, and can therefore be analysed from a variety of angles. Langford (1978:11) makes a distinction among the four meanings of the terms.

- ► "responsibility as agent"
- ► "social responsibility"
- ► "responsible persons"
- ► "responsibility for purpose"

According to Ngcobo (1997:12) all four aspects are applicable to a teacher who is professionally committed. Responsibility has important implications for the teacher's competence because it is only if a teacher acts in a reasonable manner and accepts responsibility for his actions and omissions that he can grow as a true professional, increase his academic knowledge in the subject, improve his skills and achieve the level of competence required by his work.

Langford (1978:12) defines a responsible person as "one who does what he should simply because he sees that he should". This implies responsibility in terms of

accepting duty and answerability. A responsible teacher carries out his duties to the best of his ability at all times. He derives pleasure from what is right. He wants to serve his people, the community, and the nation. Just as principals require little or no supervision to perform their duties, a responsible teacher also requires little or no supervision to do his/her work.

The concepts of responsibility also relates to accountability. Responsibility is a moral obligation which the teacher accepts for himself, an obligation to serve his clients, the learners, to the best of his ability.

The principal has a very important role to develop a sense of professional responsibility among his teachers. This the principal can do by involving his teachers in running the day-to-day affairs of the school. Mthabela (1997:19) states that a principal who permits his/her teachers to share in the decision-making even though he/she has no formal obligation to do so is letting them know that he/she values their judgement and recognises them as his colleagues in a common educational endeavour. In return these teachers regard the principal as a colleague who enlists their full cooperation in accomplishing organizational goals. This view is supported by Wood, Nicolson and Findley (1985) who are convinced that teachers who are involved in making decisions that affect their job are motivated to implement those decisions.

The effective principal who is sensitive to the development of responsibility among his teachers involves his teachers in deciding the school policy. He invites suggestions and inputs from his teachers. He realises that he cannot lead alone. This view is shared by Adair (1986) who declares that if principals cannot lead alone and wish to enlist the support of their staff, they must enter into a collaborative relationship with them. This collaborative relationship with the staff reduces misunderstanding and promotes professional responsibility and harmony in the school.

2.10 THE ROLE OF THE PRINCIPAL IN PROMOTING TEACHER DEVELOPMENTAL APPRAISAL

Professional development is inconceivable without an effective credible system of teacher appraisal. For teachers to achieve development and growth from one level of competence to the next, the process of appraisal is crucial. Duke and Stiggins (1986:7) maintain that effective evaluation can promote continued teacher growth and enhance school effectiveness.

Barth (1990:56) states that the appraisal of teachers by principals is a powerful means of promoting professional growth.

In the Human Resources Management Manual (1998:31) appraisal is defined as "The process of evaluating or judging the strengths and weaknesses of a person's performance on the job. The manual declares that there are two approaches to appraisals; namely developmental or formative and evaluative or summative appraisal.

The aim is to help the appraisee (the person being appraised) to improve as a teacher.

Summative appraisal decides whether the appraisee should be allowed to continue to work as a teacher or not. This appraisal approach helps the appraiser to make a "summary decision" about whether the appraisee is good at his/her work or not.

Barth (1990:56) further declares that evaluation can also serve the needs of principals. For some administrators, supervision is an opportunity to exercise "power" to "show the flag" to remind teachers who has authority over whom.

2.10.1 Teacher resistance to appraisal

Prior to the 1994 elections there appeared to be resistance from teachers in historically African schools. A number of African teachers seemed to perceive both supervision (appraisal) and inspection as judgmental exercises (Ngcongo, 1996:1). The teachers felt anxious or uneasy when they were evaluated, judged right or wrong. They did not want to appear inadequate.

2.10.2 The new developmental approach to appraisal

In 1996 the Education Labour Relations Council (ELRC) commissioned the University of the Witwatersrand Education Policy Unit (EPU) to develop appraisal criteria for education at all post levels (Barasa and Mattson, 1998:56). The manual for development appraisal officially came into operation in 1999. The new system of appraisal is based upon formative principles. It is developmental and provides improvement of the individual teacher's practice and enhances school performance in general.

Ndlovu (1997:45) states that "formative evaluation serves the purpose of professional development through which the improvement of the individual's practice is envisaged". Cangelosi (1991:12) maintains that formative evaluation provides "information that is useful for decision about how to teach. Through this method the principal is able to assist teachers who experience problems in fulfilling their teaching tasks by providing in-service training and counselling in organising, designing, planning and presenting lessons".

The manual regards developmental appraisal as an ongoing process, which includes: self-evaluation; collaboration; reflective practice; and interaction with panels. The process is expected to be coordinated by a Staff Development Team (SDT) consisting of the principal, elected staff members and other stakeholders.

Policy expects that throughout the appraisal process, a file shall be kept for each teacher, in which his/her ongoing development is recorded (Barasa and Mattson, 1998:56).

As the legal employer of all teachers the National Department of Education needs a means of appraising the competence of teachers at all levels "to facilitate the personal and professional development of teachers in order to improve the quality of teaching practice and education management based on the fundamental principle of lifelong learning and development" (ELRC manual for Development Appraisal, 1998). The new developmental approach to the appraisal process is put into practice in five steps.

The diagram below indicates the appraisal process through the steps.

STEPS OF APPRAISAL PROCESS	
Step 1	Start the process
Step 2	Educators' self-appraisal
Step 3	Panel's appraisal
Step 4	Discussions
Step 5	Final Report

Diagrammatic representation of the appraisal process

The principal and School Management Team take initiative to establish a Staff Development Team (SDT). The establishment of the SDT is discussed at a staff meeting. Members are voted for in an open and fair election. The SDT should consist of the principal and elected members of staff. These people should enjoy the confidence and support of the staff. Ideally, they are expert and experienced educators themselves, and they have "sympathetic" qualities. They need to provide guidance during the process of appraisal, so that the appraisee can learn

from the process itself. At the end of the appraisal process, the appraisee should have a clear understanding of what ways he/she needs to improve, and know where to get help (Human Resources Management Manual, 1998:39).

For teachers to achieve development and growth from one level of competence to the next, the process of evaluation is crucial. To achieve this goal it seems essential for the principal to be equipped with skills for invitational, transparent, tactful and credible feedback. Suffice to say, as Duke and Stiggins (1996:9) point out "Done well, teacher evaluation can lead to improved performance, personal growth, and professional esteem. Done poorly, it can produce anxiety or ennui and drive talented teachers away from the profession".

The fact that during the initial phase of their teaching career most, if not all teachers, lack competence and confidence is an indication that young teachers fresh from teacher training colleges and universities need assistance from their principals and senior staff in the "sound evaluation, encouragement and professional development" (Duke and Stiggins, 1995:15).

During evaluation or appraisal the principal has to encourage the teacher to accept responsibility for his own professional development and since teachers deal in knowledge and information they have a duty to remain current in their particular subjects / fields. Day, Whitaker and Wren (1987:18) warn that professional development cannot be forced — it is up to the teacher to take part actively and thereby develop professionally and improve their skills.

2.11   CONCLUSION

This chapter has reviewed the literature on teacher professionalism and the role of principals in enhancing it. The chapter has shown that principals are in a position to facilitate teacher professionalism from the induction phase of teachers and

during the teacher's service. The chapter also pointed out the role of teacher associations in upholding professional conduct.

CHAPTER 3

EMPIRICAL RESEARCH INTO THE ROLE OF PRINCIPALS IN
PROMOTING TEACHER PROFESSIONALISM

METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION

The purpose of this chapter is to discuss the methodology followed to collect data
from principals and educators.

3.2 PERMISSION TO CONDUCT RESEARCH

Best and Kahn (1986:177) advise that if research is to be conducted in a public
school, it is essential that approval of the project be secured from the principal
who may then wish to secure approval from the Chief Superintendent of Education
and Management. Thus a written request (cf. Appendix 1) was made to the Chief
Superintendent of Education and Management (CSEM) of Umbumbulu District to
conduct this research study among principals and educators in secondary school
in the Umbumbulu District. Written permission was subsequently granted (cf.
Appendix 3). The researcher also sought authorization (cf. Appendix 2) from each
of the school principals concerned for the utilisation of the principal and two
teachers to complete the final questionnaire during non-teaching time. The
researcher made "courtesy visits" to all principals to introduce himself and seek
permission to begin with the administering of questionnaires to principals and two
teachers in each of the schools. Upon arrival at each school, the researcher
presented to the principal the letter of approval from the CSEM to conduct
research in the Umbumbulu District.

3.3   RATIONALE FOR USING THE DESCRIPTIVE METHOD

The nature of the study under investigation is basically descriptive. Hence a descriptive method was used to collect data. Gay (1976:123), as cited by Ngcongo (1986:68), defines descriptive research as follows:

"Descriptive research involves collecting data to test hypotheses, or to answer questions concerning the current status of the subject of the study. The descriptive study determines and reports the way things are". This study attempted to determine the position regarding the role of a principal in promoting teacher professionalism. The form of descriptive research that was used was a survey. Mouly (1970) states that a survey is oriented towards the determination of a given phenomenon. Mouly sees the scientific value of a survey as lying in its development of further insight leading to the derivation on hypothesis under a more vigorously controlled method.

Fraenkel and Wallan (1990), as cited by Mthabela (1975:53), also contend that the survey research is one of the most common forms of research utilised by educational researchers. It involves researchers asking selected people questions about a particular topic or issue. The responses are given by each respondent and they are coded into standardised categories for purposes of analysis. On the basis of this description, the researcher draws conclusions about the opinions of the samples, which he generalises to the target population from which the sample was selected. In this case, the target population were principals of secondary schools. However, secondary school teachers were questioned to cross-check data from principals.

3.4   SELECTION OF THE SAMPLE

Selection of a sample is a very important step in conducting a research study. The 'goodness' of the sample determines the extent to which results can be generalised.

A good sample is one that is representative of the population from which it was selected (Gay, 1987:103). Sampling according to Ary and Jacobs (1990:169) implies "taking a portion of the population, making observations on this smaller group, and then generalising the findings to the larger population". It is extremely important that the individuals included in a sample constitute a representative cross-section of individuals in the population. That is, samples must be representative if one is to be able to generalise with confidence from the sample (Ary and Jacobs, 1990).

Since the researcher is occupationally based in a secondary school in the Umbumbulu District the rule of thumb was used to identify the Umbumbulu District as the locus of the research population. At the time of this investigation, there were 62 such schools in the seven circuits within this district. Although the researcher would have liked to obtain data from all the principals and educators in all of the schools, it must be acknowledged that this would have been an impossible task, if not an unrealistic ambition, to visit all 62 secondary schools. The researcher thus selected a sample of 31 schools from the population of 62 secondary schools.

3.5   SAMPLING METHODS USED

3.5.1 Cluster and simple random sampling

There are four basic types of scientific sampling methods, namely simple random, stratified random, cluster and systematic sampling (Sowell and Casey, 1982:75). For this study, two of these methods were used, namely cluster sampling and simple random sampling.

According to Gay (1987:110), cluster sampling is more convenient when the population is very large or spread out over a wide geographical area. De Vos

(1998:195) states that cluster sampling has the advantage of concentrating the field of study in a specific section of the greater geographical area and thus helps save costs and time. The seven circuits, into which the Umbumbulu District is divided, were regarded as clusters. All seven circuits were selected for the sample. De Vos (1998:198) states that the more clusters that are included in the study, the more representative of the universe the sample naturally is. He further states that the more clusters are drawn, the less error will occur.

Simple random sampling, however, was used to select four schools within each cluster (circuit).

According to Schumacher and McMillan (1993:161), in simple random sampling subjects are selected from the population so that all members have the same probability of being selected. The names of all the schools within the respective clusters were placed in a hat and four schools within the respective clusters were randomly selected. These schools were identified as the schools which would be the focus of the investigation.

When it came to the selection of teachers, the researcher requested from the principal, as a 'contact person' to identify two site stewards / professional representatives i.e. one from the South African Democratic Teachers Union (SADTU) and one from the National Teachers Union (NATU) to represent the teachers. The total number of teachers chosen for the research was 62.

For the sample of principals all principals where teachers were selected were targeted to form the sample. In total 31 principals were chosen.

The table below reflects the seven circuits in the Umbumbulu District, the number of schools and the number of all respondents selected for empirical investigation.

Circuit	No. of secondary schools per circuit	No. of schools selected	No. of Educators	No. of Respondents
Umbumbulu Central	10	5	165	15
Umbumbulu West	6	4	82	12
Imfume	8	4	85	12
Mid Illovo	10	4	78	12
Amanzimtoti	8	4	221	12
Folweni	9	5	162	15
Ilovu	11	5	117	15
TOTAL	62	31	910	93
PERCENTAGE	100%	50%	100%	10,2%

Statistical reflection of circuits, number of schools and number of respondents selected for the empirical investigation.

At the time of this research there were 910 secondary school teachers including the principals. The total number of respondents selected from the seven circuits amounted to 93, that is 10,2% of the total population. According to Grinnell and Williams (1990:127), in most cases a 10% sample should be sufficient for controlling for sampling error.

3.6   SAMPLING TOOL USED

In this research, the researcher relied greatly on the questionnaire as a research tool. Different kinds of questionnaires can be distinguished, such as mailed or posted questionnaires, telephonic questionnaires, personal questionnaires. questionnaire delivered by hand and group-administered questionnaires dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration.

In justifying the use of this tool, Gay (1990:195) contends that 'the use of a questionnaire has some definite advantages over other methods of collecting data: for example, a questionnaire is more efficient in that it requires less time, is less expensive and permits collection of data from a much larger sample'. Van Dalen (1979:152) claims that for some studies or certain phases of them, presenting respondents with carefully selected and ordered questions, is the only practical way to obtain data.

Tuckman (1978) as cited by Mahlangu (1987:79), affirms that questionnaires are used by researchers to convert the information directly given by people into data by providing access to what is inside somebody's mind. This approach makes it possible to measure what a respondent knows, likes and dislikes and what he thinks.

3.7 REASONS FOR USING THE QUESTIONNAIRE METHOD

The researcher, therefore, decided to use the questionnaire method to collect data, more so because this method if properly constructed and administered, still continues to be the best available instrument for obtaining information from widely spread course (Behr, 1983 as quoted by Khathi, 1990:86). Van Dalen (1979:152) is even bolder and unequivocal about the advantages of this method when he says, "for some studies or certain phases of them, presenting respondents with carefully selected and ordered questions, is the only practical way to obtain data".

3.8 DRAFTING OF QUESTIONNAIRES

In drafting the questionnaire, the researcher considered certain criteria for a good questionnaire, for example, a good questionnaire should be attractive and brief and easy to respond to. Emphasising this point, Cohen and Manion (1980:111) submit that "the appearance of the questionnaire is vitally important. It must look easy and attractive. Lengthy questionnaires usually turn people off" (Gay, 1987:196).

Cohen and Manion (1996:92-93) cite Davidson (1970), who claims that an ideal questionnaire is clear, unambiguous and uniformly workable. Its design must minimize potential errors from respondents and coders. Since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their cooperation, and eliciting answers as close as possible to the truth.

It therefore became imperative for the researcher to produce a design and layout of the questionnaire, that could easily attract high levels of response. A compressed layout is uninviting, a larger questionnaire with plenty of space for questions and answers is more encouraging to respondents.

In drafting the questionnaire, the researcher included closed-ended questions, most questions consisted of a list of alternative responses. This was preferred because as Ary and Jacob put it "the closed question is easier and quicker for the subject to respond to".

McMurtry (De Vos, 1998:160) advises that researchers must aim at using as many closed questions as possible, although there will always be information which is difficult to generate by closed questions, so that open questions are unavoidable in those cases. The ideal is a section of the questionnaire consisting of closed questions suitable for statistical processing by computer and a section with open questions, which will be processed manually. However, by using only closed questions important information can be missed because closed questions can never completely provide for the variety of response options which may exist on any particular subject. The researcher therefore used both closed and open questions for the questionnaire.

Open-ended questions were necessary because the researcher sought to explore variables that were unknown to the researcher. De Vos (*ibid*) asserts that the open

question has advantages when a variable is relatively unexplored or unknown to the researcher. In such a case the open questions will enable the researcher to explore the variable better and to obtain some idea of the spectrum of possible responses.

3.9   ADVANTAGES AND DISADVANTAGES OF A QUESTIONNAIRE

For this study the researcher took cognisance of the advantages and disadvantages of a questionnaire as expressed by Chetty (1998:135).

3.9.1   Advantages of the questionnaire

► Affordability is the primary advantage of written questionnaires because it is the least expensive means of data gathering.

► The questionnaire permits anonymity. If it were arranged such that responses are given anonymously, this would increase the researcher's chances of receiving responses, that genuinely represent a person's beliefs, feelings, opinions or perceptions.

► Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents.

► Generally, the data provided by questionnaires can be more easily analysed and interpreted than the data obtained from verbal responses.

► Questionnaire design is relatively easy if the set guidelines are followed.

► The administering of questionnaires, the coding, analysis and interpretation of data can be done without any special training.

► Data obtained from questionnaires can be compared and inferences made.

► Questionnaires can elicit information that cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

3.9.2 Disadvantages of the questionnaire

The disadvantage of a questionnaire cannot be overlooked because the type of research instrument chosen by the researcher results from weighing the pros and cons of the proposed instrument. Mahlangu (1987:84-95) tabulates the following disadvantages of a questionnaire:

► Questionnaires do not provide the flexibility of interviews.

► People are generally better able to express their views verbally than in writing.

► Questionnaires can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions of definitions.

In constructing the questionnaire the researcher attempted to offset these disadvantages of the instrument by incorporating useful features of questionnaires.

3.10 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

Reliability and validity are essential to the effectiveness of any data gathering procedure (Best and Kahn. 1986:144). Slavin (1984:80) states that measure validity refers to the degree to which it actually measures the concept it is supposed to measure. The issue of validity is particularly important for research design.

A measure may be reliable, but this does not mean that it measures what it is supposed to measure.

Hudson (De Vos, 1998:83) states that the definition of validity has two parts: the instrument actually measures the concept in question and the concept is measured accurately. De Vos (*ibid*) argues that in this sense, validity refers broadly to the degree to which an instrument is doing what it is intended to do.

Best and Kahn (1986:144) concur that validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. They further emphasise that reliability is a necessary but not sufficient condition for validity. That is, a test must be reliable for it to be valid, but a test can be reliable and still not valid. Van den Aardweg and Van den Aardweg (1988:237), Mulder (1989:215-217) and Dane (1990:257-258) cite three different types of validity:

▶ Content validity where content and cognitive processes included can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.

▶ Criterion validity which refers to the relationship between scores on a measuring instrument and an independent variable (criterion) believed to measure directly the behaviour or characteristic in question. The criterion should be relevant, reliable and free from bias and contamination.

▶ Construct validity where the extent to which the test measures a specific trait or construct is concerned, for example; intelligence, reasoning, ability, attitudes, etcetera.

The term reliability, on the other hand, refers to the degree to which a measure is consistent in producing the same readings when measuring the same things

(Slavin, 1984:71). Hudson (De Vos, 1998:85) defines reliability as the accuracy or precision of an instrument; as the degree of consistency or agreement between two independently derived sets of scores; and as the extent to which independent administrations of the same instrument yield the same (or similar) results under comparable conditions. Synonyms for reliability are dependability, stability, consistency, predictability, accuracy, reproducibility, repeatability and generalisability. Thus, an instrument is reliable to the extent that independent administrations of it or a comparable instrument consistently yield similar results.

Whilst reliability refers to consistency, consistency does not, however, guarantee truthfulness. Dane (1990:256) emphasises that the reliability of the question is no proof that the answers given reflect the respondent's true feelings. Sources of error that may affect reliability are expressed by Mulder (1989:209) and Kidder and Judd (1986:45).

► Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.

► Variation in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omission in verbal instructions.

► Differences in scoring or interpretation of results, chance difference in what the observer notices and errors in computing scores.

► Random effects by respondents who guess or check off attitude alternatives without trying to understand them.

It must be acknowledged that when a questionnaire is used as an empirical research instrument, there is no specific method, for example the "test-retest", to determine the reliability of the questionnaire. Therefore it would be difficult to establish to what extent the answers of the respondents were reliable. However, as the questionnaire was targeted at secondary school principals and teachers, they were regarded as appropriately positioned and possessed the necessary experiential knowledge to respond to the questionnaire in a responsible and reliable manner.

Best and Kahn (1986:144) observe that all too rarely do questionnaire designers deal consciously with the degree of validity or reliability of their instrument. Perhaps this is one reason why so many questionnaires are lacking in these qualities. They further recognise that questionnaires, unlike psychological test and inventories, have a limited purpose.

They are often one-time data gathering devices with a very short life, administered to a limited population. Best and Kahn's (1986:178-179) views become relevant in order to understand how to improve both the validity and reliability of a questionnaire.

- ► Basic to the validity of a questionnaire is asking the right questions, phrased in the least ambiguous way. In other words, do the items sample a significant aspect of the purpose of the investigation?

- ► The terms used must be clearly defined so that they have the same meaning to all respondents.

- ► Researchers need all the help they can get; suggestions from colleagues and experts in the field of inquiry may reveal ambiguities that can be removed or items that do not contribute to a questionnaire's purpose.

▶ The panel of experts may rate the instrument in terms of how effectively it samples significant aspects of its purpose, providing estimates of content validity.

▶ Reliability of questionnaires may be inferred by a second administration of the instrument, comprising responses of an alternate form with the original form.

The researcher did not, however, follow Best and Kahn's suggestions to the letter, but used their suggestions as a guide in dealing with aspects of validity and reliability regarding the research instrument. The researcher also pretested the questionnaire to enhance its validity.

The researcher believes the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability. Frankness in responding to the questions was made possible by the anonymity of the questionnaire. In the coding of the questions it was evident that the questionnaires were completed with the necessary dedication. These factors should enhance the validity and reliability of the information and the data-gathering instruments.

3.11 PREPARATION OF COVERING LETTERS

Covering letters were designed to accompany the questionnaires sent to the principals and teachers of secondary schools. The purpose of the covering letters was to indicate the aim of the research, i.e. to convey to the respondent its importance and to assure him of confidentiality and to encourage his reply. Gay (1987:198) stresses that it is essential that every questionnaire must be accompanied by a covering letter that explains what is being asked of the respondent and why. This letter should be brief, neat and addressed specifically to the potential respondent (cf. Appendices 4 and 5).

3.12 COLLECTION OF DATA

The questionnaires were self-administered as stated to the seven circuits in the Umbumbulu District targeted for sampling.

3.13 PRETESTING THE QUESTIONNAIRE

Once the researcher has a draft of the questionnaire he should pretest it to determine its effectiveness and its problems. The preliminary pretest might be with friends or acquaintances who will agree to take the questionnaire.

Leedy (1974), as quoted by Piper (1988:59), argues that "all questionnaires should be pretested on a small population in what is often referred to as a pilot study".

Regarding the selection of people on whom the pilot study should be tested, Tuckman (1978:225) suggests that the pilot study should use a group of respondents who are part of the intended test population but will not be part of the sample. This reasoning is appropriate because people of the intended population would undoubtedly have a clear understanding of the nature of the questions being asked in the questionnaire. Testing a pilot on friends and neighbours as suggested by Leedy (1974) could result in distorted findings.

It was therefore essential that a pilot study be conducted because it is a trial run which helps the researcher to decide whether the study is feasible and whether it is worthwhile to continue. It provides an opportunity to assess the appropriateness and practibility of the data collection instruments (Ary, 1990:109).

In pretesting the questionnaire the researcher observed that the teachers felt that they were not comfortable with talking freely about principalship because they were expected to return their responses to their principals. Hence, most of the responses were biased "in favour" of the principal.

To ensure the confidentiality of the responses the researcher altered the method of administering the questionnaire. The "contact person" was given return envelopes, which were addressed and stamped to give them to the respondents on behalf of the researcher. After completing the questionnaires the respondents posted them directly to the researcher and this assured the confidentiality of the responses.

This confirms the views of Borg and Gall (1981) as cited by Khathi (1990:68) that the pilot study provides the researcher with ideas, approaches and clues not foreseen prior to the pilot study. Such ideas and clues greatly increase the chances of obtaining clear-cut findings in the main study.

3.14   THE ACTUAL ADMINISTRATION OF THE QUESTIONNAIRE TO PRINCIPALS AND TEACHERS

permission had been obtained from the Chief Superintendent of Education (cf. Appendix 3) and principals also gave their permission (cf. Appendix 2). Appointments to come on specific dates to the schools were made personally with principals of secondary schools.

Upon arrival at each school the researcher presented a letter from the Chief Superintendent of Education which granted him permission to conduct research (cf. Appendix 3). Knowing that teachers are busy people, the researcher decided to establish the principal as a "contact person" in each school so as to expedite the administration and collection of questionnaires.

3.15   USE OF PRINCIPALS AS "CONTACT PERSONS"

The targeted group were the principals and teachers of secondary schools and knowing that some teachers could become uninterested in the topic or sometimes see it as not important, hence become reluctant to respond, the researcher decided

on asking principals of schools to assist in the distribution of questionnaires. According to Fraenkel *et al.* (1990:336) this is a very good idea in that "in school-based surveys, a higher response rate can be obtained if a questionnaire is left with persons in authority to administer to the potential respondents rather than with the respondents themselves".

In this research, the researcher felt that using a principal to administer a questionnaire to teachers could be more effective than approaching teachers individually. Thus obtaining a "contact person" who was a principal in each school became convenient. This was possible because the researcher was a principal of a secondary school in the district hence, he was well acquainted with principals.

Three copies of questionnaires (one for the principal and two for teachers) and return envelopes, which were addressed and stamped, were left with the principals who then distributed them on behalf of the researcher. A period of a month was given for this task to be performed, and the questionnaires were to be posted back to the researcher.

3.16 PROBLEMS EXPERIENCED DURING ADMINISTRATION OF QUESTIONNAIRES

Some principals and teachers did not respond in time and this compelled the researcher to send reminders and "fresh" questionnaires to them through the "contact persons". Nevertheless, in the end 100% responses were obtained from 31 principals and 62 teachers.

3.17 DATA PROCESSING

The data was processed manually. The data obtained from the closed-ended questions was categorised as follows:

- ►   Strongly agree

- ►   Agree

- ►   Disagree

- ►   Completely disagree

- ►   Sometimes

Secondly, content analysis was performed on responses to open-ended questions. This meant first identifying themes in the responses and then tabulating the frequency with which each theme appeared.

Finally the data was analysed according to frequency tables for responses on each item. Each reflects the following: value, frequency of responses, percentage, and total respondents.

3.18   CONCLUSION

In this chapter a detailed description of the method used in the research was given. The research instrument, used to collect data was described. The chapter also discussed sampling procedures followed in the study. Methods of data analysis were also presented.

The following chapter presents, analyses and interprets data from which conclusions will be drawn on the basis of which recommendations will be made.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1   INTRODUCTION

In chapter 3 the method of securing data was presented and discussed. In this chapter the results of the investigation will be categorised, discussed and interpreted. It will be recalled that the aim of this study is to investigate the role of principals in promoting teacher professionalism. In an attempt to achieve this goal, questionnaires were used as research instruments to collect data. These were administered to 31 principals and 62 teachers of secondary schools in the Umbumbulu District.

4.2   BIOGRAPHICAL DATA ON PRINCIPALS AND INTERPRETATION THEREOF

4.2.1 Principal's experience in the teaching profession

Table 1:   Frequency distribution according to principal's experience in the teaching profession is as follows:

Years	7-10 yrs	10-15 yrs	15-20 yrs	20-25 yrs	25-30 yrs	No response	Total
No	2	8	13	3	4	1	31
%	6,5	25,8	41,9	9,7	12,9	3,2	100

The experience profile of the principals reflected in the above table shows that 90,3% of the respondents had between 10 and 30 years experience in the teaching profession. Because of the vast experience of the respondents it seems logical to accept their contributions in this research as reflective of what obtains regarding the role of principals in promoting teacher professionalism.

4.2.2 Principal's experience in the position

Table 2: Frequency distribution according to principal's experience in the position.

Years	7-10 yrs	10-15 yrs	15-20 yrs	20-25 yrs	25-30 yrs	No response	Total
No	4	8	8	7	3	1	32
%	12,9	25,8	25,8	22,6	9,7	3,2	100

Most respondents (61,3%) had between 5 and 25 years experience as school principals. It can be expected that with this experience they are better able to understand and contribute to teacher professionalism.

4.2.3 Principal's highest qualification

Table 3: Frequency distribution according to qualification of principals.

Qualification	Frequency	Percentage
College / University diploma	2	6,5
University degree e.g. BA	8	25,8
Other post-university degrees	21	67,7
TOTAL	31	100

Table 3 indicates that all principals were professionally qualified as teachers at secondary schools. It is encouraging to note that 93,5% had university degrees and post-university degrees.

4.2.4   Principal's qualification in educational management and administration

Table 4:   Frequency distribution according to principals' qualification in educational management and administration

Qualification	Frequency	Percentage
College / University diploma	3	9,7
University degree e.g. BA	2	6,5
Other post-university degrees	20	64,5
None	6	19,3
TOTAL	100	100

Table 4 above shows that out of the total of 31 principals, 6 respondents, i.e. 19,3% did not have any qualifications in educational management and administration. A total of 19,3% is a noticeable number and it seems necessary for the Department of Education and Culture in KwaZulu-Natal to provide in-service and continuous training for these principals to cater for their lack in educational management and administration. The importance of in-service training is highlighted by Oldburg and Hall (1991:25) who maintain that in-service training is a major vehicle for delivering educational reform. This view is supported by Jones (1980:77) who states that the school's manpower should not be left to their own devices, whether they are newly appointed members of staff or teachers of many years standing in a school.

4.2.5 Number of seminars on educational management and administration the principal has attended

Table 5: Frequency distribution according to seminars which the principal has attended

Seminars	1 - 3	3 - 5	5 - 10	10+	Total
No	6	3	6	16	31
%	19,3	9,8	19,3	51,6	100

The majority of respondents (51,6%) had attended more than 10 seminars on educational management and administration.

While it cannot be deduced that exposure to seminars on educational management equips principals to enhance professionalism it is heartening to note that there is some provision for capacity building.

4.3. ANALYSIS AND INTERPRETATION OF DATA FROM TEACHERS

4.3.1 As an educator what do you understand by teacher professionalism?

To the item above, most teachers gave the following responses on teacher professionalism. These are ranked on the basis of how frequent they were mentioned.

RESPONSES	FREQUENCY	PERCENTAGE
- Positive behaviour by teachers	29	19,7
- Self-discipline	16	10,9
- Skill to impart (subject content)	14	9,5
- Honouring teaching sessions	12	8,2
- Dedication	10	6,8
- Morals	8	5,4
- Being hard-working	6	4,1
- Showing respect for learners and subject	6	4,1
- Responsibility	6	4,1
- Being self-motivated	6	4,1
- Positive attitude towards school-work	4	2,7
- Accountability	4	2,7
- Doing things in a becoming manner	4	2,7
- Spirit of cooperation	4	2,7
- Reliability	4	2,7
- Being exemplary	4	2,7
- Being presentable	4	2,7
- Talented	2	1,4
- Encouraging others	2	1,4
- Reliability	1	0,7
- Accepting constructive criticism	1	0,7
TOTAL	**147**	**100**

To this item there were one hundred and forty seven (147) responses which were grouped into twenty-two (22) themes. Out of these 22 themes most respondents (19,7%) cited "positive behaviour by teachers" as what they believe to be teacher professionalism.

The second most frequent response was "self-discipline" with 10,9% followed by "skill to impart subject content" with 9,5% and "dedication" with 6,8%.

4.3.2 What are the main factors leading to lack of professional behaviour?

In response to the above item, teachers gave the following responses to factors leading to lack of professional behaviour.

RESPONSES	FREQUENCY	PERCENTAGE
- Authoritative supervisors	22	13
- Lack of code of conduct for teachers	19	11,3
- Unhealthy working conditions	16	9,5
- Lack of discipline	12	7,1
- Late-coming and absenteeism	11	6,5
- Bunking classes	8	4,8
- Lack of incentives	8	4,8
- Displaying behaviour that is against morals	8	4,8
- Lack of cooperation	8	4,8
- Lack of communication	8	4,8
- Lack of motivation	5	2,9
- Lack of subject knowledge	5	2,9
- Influence of teacher organizations	4	2,4
- Lack of policy and regulations at school	4	2,4
- Lack of protection	4	2,4 .
- Lack of accountability	4	2,4
- Negative self-esteem	4	2,4
- Political and social factors	4	2,4
- Lack of commitment	3	1,8
- Lack of vision	2	1,2
- Lack of resources	2	1,2
- Poor monitoring of staff	2	1,2
- Misunderstanding between teachers and learners	2	1,2
- Lack of proper planning	2	1,2
- Lack of sense of responsibility	1	0,6
TOTAL	168	100

To this item there were 168 responses which were cited as the main factors that lead to lack of professional behaviour. These responses were grouped into 26 themes.

Out of these 26 themes the majority of respondents (13%) cited "authoritative supervisors" as the main factor that leads to lack of professional behaviour. The second factor "lack of code of conduct" was followed by "unhealthy working conditions" which was cited as the third major factor leading to a lack of professional behaviour. Other factors are ranked as shown above.

4.3.3 How does unprofessional behaviour hinder the effective running of school programmes?

To the above-named item teachers gave the following responses which are ranked on the basis of how frequently they were mentioned.

RESPONSES	FREQUENCY	PERCENTAGE
- Pass rate deteriorates	33	24,6
- Teaching and learning is affected	22	16,4
- Chaos results in school	21	15.7
- Poor discipline	21	15.7
- Lack of cooperation	9	6,7
- Absenteeism	7	5.2
- Loss of respect	4	3
- Learners lose confidence	4	3
- Loss of sense of belonging	4	3
- Bunking classes	3	2,2
- Syllabi unfinished	3	2,2
- Loss of interest in work	2	1,5
- Loss of dignity	1	0.8
TOTAL	**134**	**100**

To this item there were 134 responses which were then grouped into 13 themes.

The majority of respondents (24,6%) cited the "deterioration of pass rate" as one of the ways in which unprofessional behaviour hinders the effective running of the school.

Secondly, 16,4% of the respondents cited that teaching and learning is affected. Thirdly, chaos in the school and poor discipline were both ranked at 15,7%.

4.3.4 How does principal's behaviour promote unprofessional behaviour among teachers?

To the item above, the teachers gave the following responses. The responses were ranked on the basis of how frequently they were mentioned.

RESPONSES	FREQUENCY	PERCENTAGE
- Poor role modelling	25	26,3
- Constant absenteeism	19	20
- Autocratic leadership	14	15
- Favouritism	6	6,3
- Abdicating responsibility	4	4,2
- Laziness	4	4,2
- Late-coming	4	4,2
- Not being firm and fair	4	4,2
- Poor management skill	2	2,1
- Denying in-service training	2	2,1
- Lack of communication	2	2,1
- Poor conceptual skills	2	2,1
- Hiding of discussion documents	2	2,1
- Lack of self-control	2	2,1
- Loss of respect	1	1
- Chaotic	1	1
- Stereotype	1	1
TOTAL	**95**	**100**

To this item there were 95 responses which were grouped into 17 themes.

Out of the 17 themes most of the respondents (26,3%) cited "poor role modelling" and a range of other factors around lack of management skills as contributing to unprofessional behaviour among teachers.

4.3.5 Suggest alternative behaviour by principals to promote teacher professionalism

In item 4.3.5 the teachers suggested the following alternative behaviours by the principal to promote teacher professionalism. The responses are ranked on the basis of how frequently they were mentioned.

RESPONSES	FREQUENCY	PERCENTAGE
- Leading by example	29	18,3
- Encouraging teamwork	17	10,8
- Being firm and fair	12	7,6
- Transparency	10	6,3
- Being impartial	10	6,3
- Improving communication	9	5,7
- Defined policy	8	5,1
- Following a clear sense of responsibility	7	4,4
- Honouring of daily duties	6	3,8
- Always present at work	6	3,8
- Respecting other people's views	6	3,8
- Proper delegation	6	3,8
- Being democratic	5	3,2
- Punctuality	5	3,2
- Having a vision	4	2,5
- Commitment	4	2,5
- Understanding strengths and weaknesses of his staff	4	2,5
- Set clearly defined goals	3	1,9
- Praising good work	2	1,3
- Organizing staff development programmes	2	1,3
- Establishing a safe environment	2	1,3
- Monitoring school programmes	1	0,6
TOTAL	**158**	**100**

To this item there were 158 responses which were grouped into 22 themes. Out of these 22 themes most respondents (18.3%) cited "leading by example" as a behaviour the principals should display to promote teacher professionalism.

It appears that teamwork and firmness are highly ranked as the most important in promoting teacher professionalism.

Responses to closed-ended items by teachers

	Statement	Completely disagree	Disagree	Sometimes	Agree	Strongly agree	Total
16	As an educator you behave professionally when doing your work	0 0%	0 0%	7 11,3%	16 25,8%	39 62,9%	62 100%
7	Your school principal behaves in a way that promotes teacher professionalism	0 0%	0 0%	15 24,2%	23 37,1%	24 38,7%	62 100%
8	Your school principal develops and promotes self-discipline among teachers	0 0%	0 0%	16 25,8%	26 41,9%	20 32,3%	62 100%
9	Your school principal explicitly reminds you about the school's mission statement	2 3,3%	3 4,8%	21 33,9%	18 29%	18 29%	62 100%
10	Your school principal acquaints his staff with clear ethical values for the school	2 3,3%	3 4,8%	11 17,9%	36 58%	10 16%	62 100%
11	Your school principal encourages his teachers to solve school problems and resolve conflict	3 4,8%	7 11,3%	15 24,2%	21 33,9%	16 25,8%	62 100%
12	Your school has a policy on procedures for quelling unprofessional behaviour	10 16%	11 17,9%	8 12,9%	25 40,3%	8 12,9%	62 100%
13	Your school principal provides his staff with job descriptions with clearly defined roles and job expectations	2 3,3%	8 12,9%	10 16%	31 50%	11 17,9%	62 100%
14	Your school principal inspires teachers to work towards high performance standards	2 3,3%	2 3,3%	7 11,3%	23 37,1%	28 45%	62 100%
15	Your school principal encourages teachers to respect and protect confidential information about their stakeholders	1 1,6%	8 12,9%	7 11,4%	33 53,2%	13 21%	62 100%
16	Your school principal encourages teachers to honour the guidelines of the South African Council for Educators policy document	7 11,3%	14 22,6%	10 16%	26 42%	5 8,1%	62 100%
17	Your school principal accepts the responsibility to collaboratively work towards the attainment of school goals	0 0%	4 6,5%	5 8%	24 38,7%	29 46,8%	62 100%
18	Your school principal demonstrates his support for the development of his staff by sharing information on staff development	3 4,8%	10 16%	7 11,3	16 25,8%	26 42,1%	62 100%
19	Your school principal recognises an inherent value in the variety of perspectives and perceptions presented by others	2 3,3%	3 4,8%	8 12,9%	36 58%	13 21%	62 100%
20	Your school principal rewards good behaviour and success of educators	2 3,3%	13 20,9%	16 25,8%	16 25,8%	15 24,2%	62 100%
21	Your principal protects teachers from unwarranted criticism	1	5	13	23	20	62

4.3.6 As an educator you behave professionally when doing your work

Most teachers believe that they behave professionally when doing their work. The combined responses of **agree** and **strongly agree** add up to 88,7%. The total for **sometimes** responses is 11,3%. There are no responses for **completely disagree** and **disagree**.

Despite the fact that the majority of teachers, namely 88,7%, believe that they behave professionally, it is worrying to note that there are 11,3% of teachers who state that sometimes they do not behave professionally.

If teacher's subjective views of their behaviour are an accurate record of what they do, responses to this item are heartening.

4.3.7 Your school principal behaves in a way that promotes teacher professionalism

Most teachers stated in their responses that their principals behave in a way that promotes teacher professionalism among the teaching staff. The combined percentages of **agree** and **strongly agree** add up to 75,8%. The 24,2% of the responses are in the category sometimes. There are no **completely disagree** and **disagree** responses.

Despite the fact that the majority of teachers see their principals as behaving in a way that promotes teacher professionalism among teaching staff, it is disturbing to note that 24,2% of principals are seen to be behaving unprofessionally sometimes. Principals are expected to lead by example. If they do not behave professionally, the members of their staff are likely to copy the unprofessional behaviour of their principals.

4.3.8 Your school principal develops and promotes self-discipline among teachers

In the item 4.3.8 above the majority of teachers, 74,2%, state that their school principals develop and promote self-discipline among teachers. There are no **disagree** and **completely disagree** responses. The 25,8% of the responses are in the **sometimes** category.

The total of 25,8% of **sometimes** responses is worrying. The school principals have to develop and promote self-discipline among teachers.

4.3.9 Your school principal explicitly reminds you about the school's mission statement

In the item 4.3.9 above 58% of teachers were in agreement that their principals explicitly remind them about the school's mission statement and only 8,1% of teachers disagreed with the statement. There are 33,9% **sometimes** responses.

The combined total of **disagree** and **sometimes** responses, i.e. 42%, is noticeably high. This is a reason for concern because if principals do not foster in word or deed the school mission, it is quite likely that teachers will not have a clear picture of what the school exists for.

4.3.10 Your school principal acquaints his staff with clear ethical values for the school

To the item above, the majority of teachers (74%) agree that their school principals acquaint their staff with clear ethical values for the school. Only 8,1% of teachers disagreed. There are 17,9% **sometimes** responses.

The combined percentage of **disagree** and **sometimes** responses, (26%) is very high. If 26% of principals do not acquaint their staff with clear ethical values for the school, teachers are unlikely to transmit these ethical values to their learners. The principal has to orientate his staff to ethical school values. The staff in turn transmit these to their learners.

4.3.11 Your school principal encourages his teachers to solve school problems and resolve conflict

In item 4.3.11 above the majority of teachers (59,7%) agreed that their principals encourage their teachers to use proper procedures in problem-solving and conflict resolution. A total of 16,1% of teachers disagreed. However 24,2% of teachers opted for **sometimes** responses.

The total percentage of **disagree** and **sometimes** responses (40,4%) is alarmingly high. There seems to be a need for principals to be visible in encouraging their teachers to use proper procedures in problem-solving and conflict resolution.

4.3.12 Your school has a policy on procedures for quelling unprofessional behaviour

Responses to this item 4.3.12 show that a total of 53,2% of teachers agree with the statement. There is a combined percentage of **completely disagree** and **disagree** responses which add up to 33,9%. The percentage for **sometimes** responses total 12,9%.

Despite the 53,2% responses that support the statement the total percentage of **disagree** and **sometimes** responses is very high (46,8%). It seems that there is a need for school principals, together with their staff, to formulate a policy on procedures for quelling unprofessional behaviour, especially considering the prevalence of conflict in a number of South African schools.

4.3.13 Your school principal provides his staff with job descriptions with clearly defined roles and job expectations

To item 4.3.13 above the majority of teachers (67,8%) agree that principals provide their staff with job descriptions. A total of 16,1% of the teachers disagreed. There are 16,1% of teachers who responded **sometimes**.

The combined percentages of **sometimes** and **disagree** responses (32,2%) is disturbing. It is surprising to note that there are 32,2% of teachers of these schools who do not know what they are there for. There seems to be a need for school principals to provide their staff with job descriptions with clearly defined roles and job expectations, in writing.

4.3.14 Your school principal inspires teachers to work towards high performance standards

Responses to item 4.3.14 show that the majority of teachers agree that their principals encourage and inspire teachers to work towards high performance standard and only 6,6% disagreed. The 11,3% of teachers opted for **sometimes** responses.

The combined percentages of **disagree** and **sometimes** responses, suggest that some principals (11,3%) do not inspire their teachers. This is problematic, because some teachers might find it difficult to be motivated for their task if their principals do not give them any form of encouragement.

4.3.15 Your school principal encourages teachers to respect and protect confidential information about their stakeholders

To item 4.3.15 above the majority of teachers (74,2%) agree that their principals respect and protect confidential information about their stakeholders. The

combined percentages of **completely disagree** and **disagree** responses total (14,5%). There are 11,3 **sometimes**. The responses given by teachers are a complete deviation to the responses given by principals. For principals the percentage for **agree** was 48,4% instead of 74,3%, their percentage of **disagree** was 25,8% instead of 15,4% and 25,8% for **sometimes** responses instead of 11,3%.

4.3.16 Your school principal encourages teachers to honour the guidelines of South African Council for Educators policy document

To this item 4.3.16 the combined percentages of **strongly agree** and **agree** responses add up to 50,1%. The combined percentages of **completely disagree** and **disagree** responses add up to 33,9%. There are 16% **sometimes** responses.

The combined percentages of **disagree** and **sometimes** responses (49,9%) is very high. The South African Council for Educators (SACE) has established a code of professional ethics for educators which applies to all teachers registered or provisionally registered with the Council. The code of professional ethics helps to promote professionalism among its members.

4.3.17 Your school principal accepts the responsibility to collaboratively work towards the attainment of school goals

To this item 4.3.17 the majority of teachers agree that school principals accept the responsibility to collaboratively work towards the attainment of school goals. The total for **disagree** responses amounted to 6,5%. The total percentage for **sometimes** responses is 8%.

The combined percentages of **disagree** and **sometimes** responses of 14,5% is noticeable.

4.3.18 Your school principal demonstrates his support for the development of his staff by sharing information on staff development

In respect of item 4.3.18 above it is clear that the majority of teachers support the statement. The combined percentages of **agree** and **strongly agree** responses add up to 67,9%. The combined percentages of **disagree** and **completely disagree** responses total up to 20,8%. There are 11,3% of **sometimes** responses.

The total percentages of **disagree** and **sometimes** responses (32,1%) indicates a need for school principals to demonstrate their support for the development of their staff.

4.3.19 Your school principal recognises an inherent value in the variety of perspectives and perceptions presented by others

To item 4.3.19 above the majority of teachers (79%) agree that their principals recognise an inherent value in the variety of perspectives and perceptions presented by others. The combined percentages of **disagree** and **completely disagree** responses total 8,1%. There are 12,9% **sometimes** responses.

Despite the fact that the majority of teachers see their principals as recognising an inherent value in the variety of perspectives and perceptions presented by others . as stated in item 12 of the principal's questionnaire, it is necessary for the principal to facilitate team spirit among teachers and to inculcate in them the ability to recognise and accept healthy differences of views among staff.

4.3.20 Your school principal rewards good behaviour and success of educators

Item 4.3.20 above shows that 50% of teachers support the statement. The percentage of **disagree** and **completely disagree** total 24,2%. There are 25,8% of **sometimes** responses.

The total combined percentages of **disagree** and **sometimes** responses (50%) indicates that there is a high percentage of principals who do not reward the good behaviour and success of their teachers. This has a serious effect on the performance of teachers at school. There are many teachers who become demotivated because of principals who do not reward the good behaviour and success of their teachers.

4.3.21 Your principal protects teachers from unwarranted criticism

To item 4.3.21 above the combined percentages of **agree** and **strongly agree** (69,4%) indicate that the majority of teachers support the statement. The percentages of **disagree** and **completely disagree** total 9,6%. There are 21% of **sometimes** responses.

The combined percentages of **disagree** and **sometimes** responses (30,6%) is worrying. There seems to be a need for schools to develop a policy on human relations.

The next section analyses and interprets data from principals.

4.4 ANALYSIS AND INTERPRETATION OF DATA FROM PRINCIPALS

4.4.1 As a principal what do you understand by teacher professionalism?

To the item above most principals gave the following responses on teacher professionalism. These are ranked on the basis of how frequently they were mentioned.

RESPONSES	FREQUENCY	PERCENTAGE
- Acceptable behaviour	14	42,5
- Skill to impart subject content	8	24;2
- Moral ethics	4	12,1
- Dedication	4	12,1
- Code of conduct	2	6,1
- Dress code	1	3
TOTAL	33	100

To this item there were 33 responses which were grouped into 6 categories. The majority of respondents (42,5%) cited "acceptable behaviour" as what the principals understand to be teacher professionalism. A total of 24,2% respondents cited "skill to impact subject content", then "moral ethics" (12,1%). "Moral ethics" received the same number of responses as "dedication to one's profession". The "code of conduct" was supported by 6,1% and "dress code" 3%.

4.4.2 What are the main factors leading to lack of professional behaviour among teachers?

The principals cited a number of factors leading to lack of professional behaviour. These responses were ranked on the basis of how frequently they were mentioned.

RESPONSES	FREQUENCY	PERCENTAGE
- Lack of dedication	7	21,8
- Poor discipline	6	18,8
- Influence of politics and unionism	4	12,5
- Lack of respect for duty	3	9,3
- Lack of support structures for teachers	3	9,3
- Lack of selection procedures at colleges of education and universities	2	6,3
- Lack of clear code of conduct	2	6,3
- Poor college curriculum	2	6,3
- Poor communication	2	6,3
- Demotivation among teachers	1	3,1
TOTAL	32	100

Item 4.2.2 above produced 32 responses which were then grouped into eleven themes. 21,8% of responses cited lack of dedication as the main factor that leads to lack of professional behaviour.

The other factors include "poor discipline" (18,8%), "politics and unionism" (12,5%), "lack of respect for duty" (9,4%), and "lack of support structures for teachers" (9,3%). The rest of the responses amounted to 6,3% each.

4.4.3 How does unprofessional behaviour hinder the effective running of school programmes?

To the above item the principals cited a number of responses on how unprofessional behaviour hinders the effective running of school programmes. These responses are ranked on the basis of how frequently they were mentioned.

RESPONSES	FREQUENCY	PERCENTAGE
- Lack of cooperation among members of the staff and between principal and his staff	12	25
- Lack of discipline in the school	10	20.8
- Lack of effective teaching	6	12,5
- Chaos in the school	4	8,3
- Unsupportive principals	4	8,3
- Lack of accountability	4	8,3
- Lack of team spirit	3	6,3
- Loss of the sense of responsibility	2	4,2
- School goals not reached	2	4,2
- Demotivation of dedicated teachers	1	2,1
TOTAL	**48**	**100**

4.4.4 **In your own opinion what should be done to promote teacher professionalism?**

In response to the above question respondents cited the following:

RESPONSES	FREQUENCY	PERCENTAGE
- Workshop in class management and professional behaviour	16	47,1
- Monitoring of what is taught	5	14,7
- Paying teachers a living wage	4	11,8
- Introduction of control cards for both teachers and learners	3	8,8
- Issuing of renewable teaching licences	2	5,9
- Salary cuts for unprofessional teachers	2	5,9
- Retraining of under-qualified teachers	1	2,9
- Workshops on unionism	1	2,9
TOTAL	34	100

Most responses (47%) suggested "workshop in classroom management and professionalism" as what should be done to promote teacher professionalism.

Responses to closed-ended items by principals

	Statement	Completely disagree	Disagree	Sometimes	Agree	Strongly agree	Total
5	In your opinion, all teachers behave professionally when doing work	1 3,2%	7 22,6%	13 41,9%	7 22,6%	3 9,7%	31 100%
6	Your teachers observe the mission statement of the school	0 0%	0 0%	11 35,5%	16 51,6%	4 12,93%	31 100%
7	Teachers in your school attend to teaching needs as they fight for labour interests	4 12,9%	4 12,9%	6 19,3%	14 45,2%	3 9,7%	31 100%
8	All teachers support your initiative of promoting professional behaviour	0 0%	3 9,7%	7 22,6%	18 58%	3 9,7%	31 100%
9	Teachers respect and protect confidential information about other stakeholders	0 0%	8 25,8%	8 25,8%	11 35,5%	4 12,9%	31 100%
10	Your teachers avail themselves of professional development	0 0%	2 6,5%	4 12,9%	17 54,8%	8 25,8%	31 100%
11	Teachers in your school accept the responsibility to collaboratively work towards the attainment of school goals	0 0%	1 3,2%	2 6,5%	22 70,9%	6 19,4%	31 100%
12	Teachers in your school recognise an inherent value in the variety of perspectives presented by others	1 3,2%	0 0%	14 45,2%	10 32,3%	6 19,3%	31 100%
13	Teachers in your school protect each other from unwarranted criticism	4 12,9%	3 9,7%	8 25,8%	8 25,8%	8 25,8%	31 100%
14	Teachers in your school perceive professional development as part of professional growth	0 0%	0 0%	8 25,8%	10 32,3%	13 41,9%	31 100%
15	Teachers are honest in evaluating themselves and others	5 16,1%	9 29%	4 12,9%	11 35,5%	2 6,5%	31 100%
16	Teachers in your school are trustworthy in performing their school programmes?	3 9,7%	0 0%	14 45,1%	10 32,3%	4 12,9%	31 100%
17	Teachers in your school are willing to admit errors they make in their work	2 6,5%	3 9,7%	8 25,8%	16 51,5%	2 6,5%	31 100%
18	Teachers in your school are committed to doing their best in performing their duties	0 0%	2 6,5%	8 25,8%	13 41,9%	8 25,8%	31 100%
19	Teachers in your school are willing to accept responsibility for failure in executing their duties and responsibilities	1 3,2%	7 22,6%	10 32,3%	9 29%	4 12,9%	31 100%

4.4.5 In your opinion all teachers behave professional when doing work

Most principals indicated that not all teachers always behave professionally when doing their work. A total of 41,9% respondents indicated that teachers only sometimes behave professionally when doing their work. The combined percentages of **completely disagree** and **disagree** total 25,8%. The percentages of **agree** and **strongly agree** amount to 32,3%. The high combined percentage of 67,7% of **completely disagree, disagree** and **sometimes** is very high and worrisome. This is indicative of the fact that principals have a serious need to put some structures in place to promise professional behaviour among teachers.

4.4.6 Your teachers observe the mission statement of the school

Item 4.4.6 above shows that most principals indicated that they agree with the statement that teachers observe the mission statement of the school. The combined percentages of **agree** and **strongly agree** add up to 64,5%. There are 35,5% **sometimes** responses.

Despite the fact that the majority of teachers (64,5%) are said to observe the mission statement of the school, a large percentage (35,5%) of principals indicated that this happens only sometimes. This may mean that there are school where teachers do not honour the mission statement.

4.4.7 Teachers in your school attend to teaching needs as they fight for labour interests

To item 4.4.7 above the responses indicated that 54,9% of principals agree that teachers in their schools attend to teaching needs as they fight for their labour interests. There is a combined percentage of 25,8% of **completely disagree** and **disagree** responses. There is a sizable percentage of 19,3% who indicated that teachers **sometimes** attend to teaching needs as they fight for labour needs.

This indicates the need for school principals and teacher organizations to formulate a strategy to make sure that whenever teachers go on strike a skeleton staff is organised to keep the school going while the majority of teachers have embarked on a strike action.

4.4.8 All teachers support your initiative of promoting professional behaviour

To the above item a total of 67,7% principals agree. A total of 9,7% of respondents disagree. There are 22,6% **sometimes** responses.

The combined percentages of **disagree** and **sometimes** responses indicate that principals need to come up with structures to promote professional behaviour in schools.

4.4.9 Teachers respect and protect confidential information about other stakeholders

Item 4.4.9 indicates that about 48,4% of the principals stated that teachers respect and protect confidential information about other stakeholders. A total of 25,8% disagree. There is also an equal percentage of 25,8% **sometimes** responses.

The combined percentages of **disagree** and **sometimes** responses of 51,6% indicate a serious need for school principals to develop a policy with regard to the handling of confidential information about stakeholders.

4.4.10 Your teachers avail themselves of professional development

Item 4.4.10 indicates that a combined percentage of 80,6% agree that teachers avail themselves of professional development. A total of 6,5% disagree. There are 12,9% **sometimes** responses.

Despite the fact that most principals (80,6%) agree, the combined percentages of disagree and sometimes responses (19,4%) indicate that principals need to devise ways to persuade teachers to avail themselves of professional development.

4.4.11 Teachers in your school accept the responsibility to collaboratively work towards the attainment of school goals

In respect of item 4.4.11 above the majority of principals (90,3%) agree that teachers in their schools accept the responsibility to collaboratively work towards the attainment of school goals. The percentage of disagree responses is 3,2%. There are 6,5% of sometimes responses.

The higher percentage of agree responses (90,3%) is very encouraging for the development of team spirit. This will improve drastically if all teachers can accept the responsibility to collaboratively work towards the attainment of school goals.

4.4.12 Teachers in your school recognise an inherent value in the variety of perspectives presented by others

Item 4.4.12 shows that 51,6% of respondents agree with the statement. There are 45,2% of sometimes responses. Principals who disagree constitute 3,2%.

The total of the combined percentages of sometimes and disagree responses (48,4%) is worrying. There seems to be a great need for school principals to facilitate a culture of diversity of views and of acceptance of these as long as these support school goals.

4.4.13 Teachers in your school protect each other from unwarranted criticism

The total of the combined percentages of agree and strongly agree responses to this item add up to 51,6%. On the other hand the combined percentages of

disagree and completely disagree responses add up to 22,6%. There is a notable percentage of 25,8% **sometimes** responses.

The combined percentages of **disagree** and **sometimes** responses of 48,4% indicate that there is a serious need for schools to develop a policy on human relations so that a healthy climate conducive to learning would develop in the school.

4.4.14 Teachers in your school perceive professional development as part of professional growth

To item 4.4.14 a total of 74,2% combined **agree** and **strongly agree** responses represent affirmative responses to the statement. On the other hand there are no **disagree** and **completely disagree** responses. There are 25,8% of **sometimes** responses.

Although there are no **disagree** and **completely disagree** responses the 25,8% of **sometimes** responses is worrying. It is very important for the principal to encourage teachers to develop themselves professionally so as to be up-to-date with the developments in education.

4.4.15 Teachers are honest in evaluating themselves and others

A figure of 42% of principals said that teachers are honest in evaluating themselves and others. A combined percentage of 45,1% disagree. There are 12,9% of **sometimes** responses.

The combined percentages of **disagree** and **sometimes** responses (58%) indicate that there is a need for teachers to develop in respect of the purpose and importance of teacher evaluation.

4.4.16 Teachers in your school are trustworthy in performing their school programmes

Item 4.4.16 above shows that a combined percentage of 45,2% agree with the statement. Almost the same percentage of 45,1% are **sometimes** responses. There are 9,7% of **completely disagree** responses.

Combined percentages of disagree and **sometimes** responses (54,9%) indicate that there is a need for the establishment of a culture of trustworthiness among teachers so that teaching and learning would improve.

4.4.17 Teachers in your school are willing to admit errors they make in their work

Most of the principals indicate that teachers in their schools are open and willing to admit errors they make in their work. The combined percentages of **agree** and **strongly agree** add up to 58%. The percentage of **disagree** and **completely disagree** amount to 16,2%.

The combined percentages of disagree and sometimes responses, (42%) indicate that principals do not regard teachers as open and willing to admit errors they make in their work. If teachers are willing to admit errors they make in their· work a culture of trust among teachers would develop and the culture of teaching and learning in the school might improve.

4.4.18 Teachers in your school are committed to doing their best in performing their duties

Item 4.4.18 above shows that most principals agree that teachers are committed to doing their best in performing their duties. The combined percentages of **agree**

and **strongly agree** responses amount to 67.7%. The percentages of **completely disagree** and **disagree** responses total 6,5%. There are 25,8% sometimes responses.

The percentages of **disagree** and **sometimes** responses (32,3%) is noticeably high. Inadequate teacher commitment has serious effects on teaching and learning in schools if teachers are not committed to doing their best in performing their duties.

4.4.19 Teachers in your school are willing to accept responsibility for failure in executing their duties and responsibilities

Item 4.4.19 indicates that teachers are willing to accept responsibility for failure in executing their duties and responsibilities. The combined percentages of **agree** and **strongly agree** responses add up to 41,9%. The combined percentages of **disagree** and **completely disagree** responses add up to 25,8%. There are 32,3% of sometimes responses.

The combined responses of **disagree** and **sometimes** responses (58,1%) indicate that there are teachers who are not willing to accept responsibility for failure in executing their duties and responsibility.

4.5 ASSUMPTION RESTATED

The assumptions as stated in chapter one are restated below.

Assumption 1

The majority of teachers are unprofessional in doing their duties.

Assumption 2

The principals do not promote and maintain teacher professionalism.

4.6 COMMENTS ON ASSUMPTIONS

Regarding assumption 1 the study has not established that the majority of teachers are unprofessional. However, in terms of principals responses in the schools which were investigated, it is shown that there are teachers who are unprofessional.

Regarding assumption 2, most teachers perceive their principals as promoting professional behaviour. The assumption is thus rejected, with regard to the schools studied.

4.7 CONCLUSION

In this chapter data from both teachers and principals was analysed and interpreted. It was established that principals are engaged in a variety of activities in promoting teacher professionalism. The next chapter draws conclusions from the study and on the basis of these recommendations will be made.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This study has examined the role which principals play in promoting teacher professionalism in Umbumbulu District secondary schools. The study also looked at factors which facilitate or inhibit teacher professionalism. In this chapter the researcher will recapitulate on the whole research project, draw conclusions and make recommendations.

5.2 THE PROBLEM RESTATED

In chapter one of this study the problem to be researched was stated. It was stated that lack of teacher professionalism is a serious problem in traditionally black secondary schools. There are many teachers who do not behave like professionals at all. These teachers do not show appropriate ethical conduct towards their clients. This results in poor performance and deterioration of teaching and learning.

5.3 AIM OF THE STUDY RESTATED

The researcher aimed at studying the role of principals in promoting teacher professionalism in Umbumbulu secondary schools.

The researcher investigated professional behaviour among school principals and tried to establish how this behaviour can be of help to principals in the development of teacher professionalism.

The study also examined the different factors, which impact on the role of the principals in the development of the teacher professionalism.

5.4   THE METHOD EMPLOYED

5.4.1 A study of literature

The researcher made a critical study of relevant literature concerning the problem in teacher professionalism. Besides the relevant literature on the role of principals in promoting teacher professionalism, the researcher used the questionnaire to investigate the role of principals in promoting teacher professionalism in the Umbumbulu District secondary schools.

The questionnaire was administered for the purposes of determining the role of principals in promoting teacher professionalism.

The questionnaire was administered to 31 principals and 62 teachers in the seven circuits of Umbumbulu District as explained in chapter three. The data collected from these 93 respondents was analysed manually to determine its statistical significance.

5.5   CONCLUSIONS DRAWN FROM THE STUDY

5.5.1 Teacher dedication is questionable

Many responses given by the principals indicated that there is a general perception among the majority of principals and some teachers themselves that teachers' dedication is questionable. (Refer to data on section 4.4, items 5.6 and 19).

5.5.2 Sometimes teachers pursue their labour needs at the exclusion of professional needs

Although the majority of principals stated that teachers in their schools do attend to teaching needs as they fight for labour interests, a significant percentage do not. Some teachers still pursue their labour needs at the exclusion of professional needs. This is evidenced by rolling stay-aways by teachers when there are salary disputes. Some schools close down because no skeleton staff is provided to keep the school going.

5.5.3 Principals behave in a way that promotes teacher professionalism

According to teachers' responses most principals do behave in a way that promotes teacher professionalism. This is very important for principals because they serve as role models for their teachers.

5.5.4 Principals develop and promote self-discipline among teachers

Many responses given by teachers indicated that principals develop and promote self-discipline among teachers. Teachers are encouraged to work independently. Just as the principals do not need close supervision by the Superintendent of Education, teachers must learn to do their work without the close supervision of . the principal.

5.5.5 Principals explicitly remind teachers about the school's mission statement

Most principals in the study areas explicitly remind teachers about the school's mission statement. The mission statement is constantly discussed at the staff meetings. Copies of the mission statement are displayed on the notice boards in the principals' offices and staff rooms.

5.5.6 Principals acquaint teachers with clear ethical values for the school

Most principals acquaint teachers with clear ethical values for the school. Teachers have to understand the ethical values of the school so as to transmit them to their learners.

5.5.7 Principals encourage teachers to solve school problems and resolve conflict

Most responses stated that principals encourage teachers to solve school problems and resolve conflict. Principals organise workshops and encourage teachers to attend seminars on problem-solving and conflict resolution.

5.5.8 Some schools have a policy for quelling unprofessional behaviour

Some principals and teachers in some schools in the research area have realised a need to formulate a policy for quelling unprofessional behaviour. Teachers in these schools have a clear understanding of what unprofessional behaviour is and what needs to be done to quell such unprofessional behaviour.

5.5.9 Principals provide staff with job descriptions with clearly defined roles and job expectations

While the majority of principals do provide staff with job descriptions, a significant percentage do not. This results in a substantial percentage of teachers who do not know what professional and extra-curricular activities are expected of them.

5.5.10 Not all the principals encourage teachers to honour the guidelines of the South African Council for Educators' policy documents

The research showed that not all the principals encouraged teachers to honour the guidelines of the South African Council for Educators' policy document. Almost half of the number of respondents stated that their principals do not. This has a very negative effect for both the promotion of teacher professionalism and the teacher himself/herself.

All teachers have to register with the SACE and commit themselves to its code of conduct for teachers. This would enable SACE to start monitoring the teachers' professional behaviour. Furthermore, teachers who are not registered with SACE are running the risk of losing their jobs. A deadline date has been fixed for teachers to get registered with SACE or else lose their jobs.

5.5.11 Principals accept responsibility to collaboratively work towards the attainment of school goals

Most principals of schools that formed the target population have learned to accept responsibility to work towards the attainment of school goals. Teachers are involved in decision-making on matters that affect them. All decisions are taken democratically.

5.5.12 Principals demonstrate their support for the development of their staff by sharing information on staff development

The majority of teachers see the principals as demonstrating their support for the development of their staff by sharing information on staff development.

They inform teachers about staff development seminars organised by the Department of Education. They also circulate departmental circulars among their teaching staff.

5.5.13 Principals recognise the inherent value in the variety of perspectives and perceptions presented by others

Many responses given by teachers indicated that principals recognise the inherent value in the variety of perspectives and perceptions presented by others.

Principals are prepared to listen to the views and suggestions presented by other stakeholders. They are prepared to make amendments to practices in their schools.

5.5.14 Some principals do not reward the good behaviour and success of educators

It was found that in some schools that formed the target population, there are principals who do not reward the good behaviour and success of educators. This was evidenced by item 4.3.20 in chapter 4.

5.5.15 Principals protect teachers from unwarranted criticism

According to teachers' responses, principals in the research areas protect their teachers from unwarranted criticism.

The next section presents recommendations, which flow from the whole study.

5.6   RECOMMENDATIONS

5.6.1   Recommendations directed at principals

5.6.1.1 Principals must behave professionally

Principals are role models to their teachers. Their behaviour is frequently copied by teachers on their staff. It is therefore essential for principals to always behave professionally when they are in the presence of their staff members, or when by themselves.

5.6.1.2 Principals should reward good performance

Principals should always reward good performance. They should rarely miss the opportunity to give praise where it is due.

5.6.1.3 Principals must create opportunities for staff induction

Principals must create opportunities for the induction of new staff members. Lack of induction can lead to teachers leaving teaching quickly, extra recruitment costs, constant misunderstanding and unnecessary queries and grievances as well as a decrease in productivity generally.

5.6.1.4 Principals should create opportunities for staff development

Principals should always assist their staff to develop professionally. They should organise in-service training for their teachers. Because teachers need in-service in areas that have been clearly identified for development, it is necessary for principals to constantly evaluate teachers.

5.6.1.5 <u>Principals must supervise and manage their teachers</u>

Principals must supervise and manage their teachers to ensure coordination and effective accomplishment of their teaching task in a given time frame. Principals must learn to practice supervision separately from evaluation.

5.6.2 Recommendations directed at teacher organizations

5.6.2.1 <u>Teacher organizations must formulate a code of conduct for their members</u>

The teacher organizations must formulate a code of conduct for their members. The code of conduct must be in line with the South African Council for Educators code of conduct. The members should know that their organization would not tolerate unprofessional behaviour of the members.

5.6.2.2 <u>Teacher organizations must be sensitive to promoting learner needs</u>

Teachers' organizations must be sensitive to promoting learner needs. They must inculcate in their members a culture of balancing the interests of learners and their own labour needs. While labour needs are important, teachers must balance these with professional needs.

5.6.3 Recommendations directed at South African Council for Education (SACE)

5.6.3.1 <u>The South African Council for Educators must enforce the code of conduct for teachers</u>

The teaching profession in South Africa is in serious need of a code of conduct for teachers. The South African Council for Educators has to enforce the code of

conduct it has drafted. SACE has to make sure that all teachers commit themselves to the code of conduct so as to monitor their professional behaviour.

5.6.3.2 <u>The South African Council for Educators must have the power to withdraw all unprofessional teachers from service</u>

The South African Council for Educators must have the power to withdraw teachers who prove they cannot attain an acceptable level of teacher professionalism.

5.7 CONCLUSION

The study has examined a problem regarding teacher professionalism. It has reviewed literature on the subject and has evaluated the role of principals in promoting teacher professionalism. The challenge to enhance teacher professionalism is acute in historically Black schools.

The researcher hopes that this study will offer suggestions to principals, teacher organizations and the South African Council for Educators on ways to effectively improve teacher professionalism.

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APPENDIX 1

<div style="text-align: right">

Isisusa Secondary School
Private Bag 1015 ,
UMBUMBULU
4105
24 December 1999

</div>

The District Manager
Umbumbulu District
Private Bag 1022
UMBUMBULU
4103
,

Dear Sir

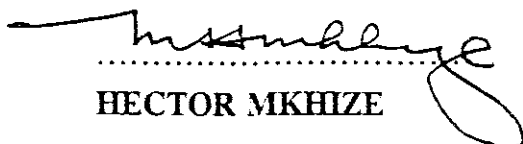## REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN THE UMBUMBULU DISTRICT

I hereby apply for permission to conduct educational research in secondary schools under your supervision. The research is essential for me to complete my M.Ed. degree with the Durban-Umlazi Campus of the University of Zululand. My supervisor is Prof. R.G.P. Ngcongo.

The topic of my dissertation is: *The role of principals in promoting teacher professionalism.* The research will be conducted by means of a questionnaire which will be administered to educators. I reassure you that no question enlisted will be incriminating or offensive in nature.

Thanking you in anticipation.

Yours sincerely

....
HECTOR MKHIZE

APPENDIX 2

<div align="right">
Isisusa Secondary School
Private Bag 1015
UMBUMBULU
4105
16 August 1999
</div>

The Principal

....

....;...............................

....

....

Dear Sir / Madam

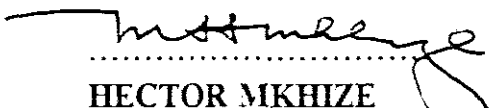## REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN THE UMBUMBULU DISTRICT

I hereby apply for permission to conduct research in the secondary school under your control. This research is towards my M.Ed. degree, and is being carried out under the supervision of Prof.R.G.P.Ngcongo at the Durban-Umlazi Campus of the University of Zululand.

The topic of my dissertation is: *The role of principals in promoting teacher professionalism.* For the purpose of this research a questionnaire will be developed which will be administered to educators located in the Umbumbulu District. All information elicited from the research will be treated as confidential and anonymity is ensured.

Information gathered in the research will offer invaluable assistance to all principals and educators as well as to the Department of Education and Culture in South Africa.

Thanking you in anticipation.

Yours sincerely

....

HECTOR MKHIZE

KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE

DURBAN SOUTH REGION

UMBUMBULU DISTRICT

Tel: (031) 915 0036; 915 0001; 9150222; 9150221
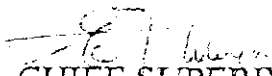Fax: (031) 915 0189

Private Bag X1022
UMBUMBULU
4105

The Principal   30/08/99
Isisusa Secondary School
Private Bag x 1015
UMBUMBULU
4105

Att. Mr H. Mkhize

RE REQUEST FOR OPPORTUNITY TO CONDUCT RESEARCH IN SECONDARY SCHOOL.

1. The above subject has reference.

2. The District Management has decided to allow you to conduct research in Secondary schools of Umbumbulu.

3. It is however imperative for you to approach principals of the schools you would like to approach for this purpose so that teachers in those schools would be aware of your intentions and be able to cooperate.

4. Please do not hesitate to request for more help in future.

5. May I wish you success in your research.

CHIEF SUPERINTENDENT OF EDUCATION MANAGEMENT.
EZM/ tan. 30.08.99

[103]

APPENDIX 4

<div align="right">
Isisusa Secondary School
Private Bag 1015
UMBUMBULU ·
4105
16 August 1999
</div>

The Principal

....

....

 ,
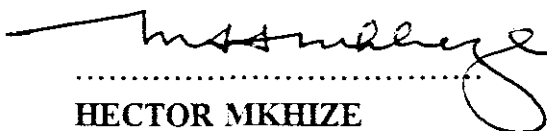.................................

....

Dear Sir / Madam

Kindly complete the attached brief questionnaire for me. The questionnaire is for an M.Ed. study on: *The role of a principal in promoting teacher professionalism* Your opinion on each of the questions is vital.

Your opinion is essential in discussions / debate as to the role of principals in promoting teacher professionalism.

Kindly choose one of the responses provided by making a cross (X) in the box next to the response you have chosen.

Thank you for your cooperation.

Yours sincerely

....
HECTOR MKHIZE

APPENDICES

APPENDIX 4 A

TO ALL PRINCIPALS: PRELIMINARY INFORMATION ON THE STUDY

> **KINDLY FILL IN THE FOLLOWING INFORMATION FIRST**

1. For how many years have you been a teacher?

   Answer: .... years

2. For how many years have you been a principal?

   Answer: .... years

3. What are your academic and professional qualifications:

   Answer: ....

4. What are your qualifications in educational management and administration?

   Answer: ....

5. How many seminars on educational management and administration have you been able to attend?

   Answer: .... seminars

APPENDICES

APPENDIX 4 B

TO ALL PRINCIPALS: PRELIMINARY INFORMATION ON THE STUDY

! **KINDLY FILL IN THE FOLLOWING INFORMATION FIRST** !
---

1.   As a principal, what do you understand by teacher professionalism?

.   _____

        _____

        _____

2.   What are the main factors leading to lack of professional behaviour among
        teachers?

        _____

        _____

        _____

3.   How does unprofessional behaviour hinder the effective running of school
        programmes?

        _____

        _____

        _____

4.   In your own opinion, what should be done to promote teacher
        professionalism?

        _____

        _____

        _____

Kindly choose one of the responses provided in answering the following questions.

Strongly agree	-	75% +
Agree	-	50-74%
Sometimes	-	40-49%
Disagree	-	25-39%
Completely disagree	-	0-24%

Record your response by making a cross (X) in the box provided next to the response you have chosen.

5.٫   In your opinion, all teachers behave professionally when doing work.

Strongly agree ☐
Disagree ☐
Agree ☐
Completely disagree ☐
Sometimes ☐

6.   Your teachers observe the mission statement of the school.

Strongly agree ☐
Disagree ☐
Agree ☐
Completely disagree ☐
Sometimes ☐

7.   teachers in your school attend to teaching needs as they fight for labour interests.

Strongly agree ☐
Disagree ☐
Agree ☐
Completely disagree ☐
Sometimes ☐

8.   All teachers support your initiative of promoting professional behaviour.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree   ☐
Sometimes   ☐

9.   Teachers respect and protect confidential information about other stakeholders.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree   ☐
Sometimes   ☐

10.   Your teachers avail themselves for professional development.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree   ☐
Sometimes   ☐

11.   Teachers in your school staff accept the responsibility to collaboratively work towards the attainment of school goals.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree   ☐
Sometimes   ☐

12.   Teachers in your school recognise an inherent value in the variety of perspectives presented by others.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree   ☐
Sometimes   ☐

13.   Teachers in your school protect each other from unwarranted criticism.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree   ☐
Sometimes   ☐

14.   Teachers in your school perceive professional development as part of professional growth.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree   ☐
Sometimes   ☐

15.   Teachers are honest in evaluating themselves and others.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree   ☐
Sometimes   ☐

16. Teachers in your school are trustworthy and reliable in performing their school programmes.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

17. Teachers in your school are open and willing to admit errors they make in their work.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

18. Teachers in your school are committed to doing their best in performing their duties.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

19. Teachers in your school are willing to accept responsibility for failure in executing their duties and responsibilities.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

APPENDIX 5

QUESTIONS TO EDUCATORS
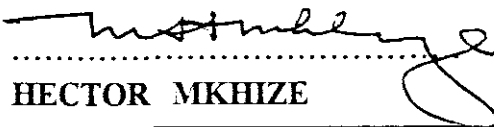

Dear Educators

I am conducting research to determine the role of principals in promoting teacher professionalism.

Kindly assist me by responding to the attached questionnaire. Your responses will be used purely for research purposes. You may not sign your name, but please answer all questions as honestly as you can.

....
HECTOR MKHIZE

> **Kindly complete the attached brief questionnaire.**
> **Your opinion on each of these questions is vital.**

> **Kindly fill in the following information first**

1. As an educator, what do you understand by teacher professionalism?

    _____

    _____

    _____

2. What are the main factors leading to lack of professional behaviour?

    _____

    _____

    _____

3. How does unprofessional behaviour hinder the effective running of school programmes?

    _____

    _____

    _____

4. How does principal's behaviour promote unprofessional behaviour among teachers?

    _____

    _____

    _____

5.   Suggest alternative behaviour by principals to promote teacher professionalism.

_____

_____

_____

Kindly choose one of the responses provided in answering the following questions.

Strongly agree   -   75% +
Agree   -   50-74%
Sometimes   -   40-49%
Disagree   -   25-39%
Completely disagree -   0-24%

Record your response by making a cross (X) in the box provided next to the response you have chosen.

6.   As an educator you behave professionally when doing your work.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree ☐
Sometimes   ☐

7.   Your school principal behaves in a way that promotes teacher professionalism.

Strongly agree   ☐
Disagree   ☐
Agree   ☐
Completely disagree ☐
Sometimes   ☐

8. Your school principal develops and promotes self-discipline among teachers.

    Strongly agree ☐
    Disagree ☐
    Agree ☐
    Completely disagree ☐
    Sometimes ☐

9. Your school principal explicitly reminds you about the school's mission statement.

    Strongly agree ☐
    Disagree ☐
    Agree ☐
    Completely disagree ☐
    Sometimes ☐

10. Your school principal acquaints his staff with clear ethical values for the school.

    Strongly agree ☐
    Disagree ☐
    Agree ☐
    Completely disagree ☐
    Sometimes ☐

11. Your school principal encourages his teachers to solve school problems and resolve conflict.

    Strongly agree ☐
    Disagree ☐
    Agree ☐
    Completely disagree ☐
    Sometimes ☐

12. Your school has a policy on procedures for quelling unprofessional behaviour.

Strongly agree ☐
Disagree ☐
Agree ☐
Completely disagree ☐
Sometimes ☐

13. Your school principal provides his staff with job descriptions with clearly defined roles and job expectations.

Strongly agree ☐
Disagree ☐
Agree ☐
Completely disagree ☐
Sometimes ☐

14. Your school principal inspires teachers to work towards high performance standards.

Strongly agree ☐
Disagree ☐
Agree ☐
Completely disagree ☐
Sometimes ☐

15. Your school principal encourages teachers to respect and protect confidential information about their stakeholders.

Strongly agree ☐
Disagree ☐
Agree ☐
Completely disagree ☐
Sometimes ☐

16. Your school principal encourages teachers to honour the guidelines of South African Council for Educators policy document.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

17. Your school principal accepts the responsibility to collaboratively work towards the attainment of school goals.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

18. Your school principal demonstrates his support for the development of his staff by sharing information on staff behaviour.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

19. Your school principal recognises an inherent value in the variety of perspectives and perceptions presented by others.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

20. Your school principal rewards good behaviour and success of educators.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

21. Your principal protects teachers from unwarranted criticism.

Strongly agree ☐

Disagree ☐

Agree ☐

Completely disagree ☐

Sometimes ☐

DICK NDLOVU

N

ISISUSA HIGH SCHOOL

NWABI   MHAWU
SIKHWAMA SS

NOMAVIMBELA

NDONYELA

SIBUSISIWE COMPREHENSIVE   JUGOBE

FOLWENI SS

KHAYELIHLE

HAMILTON   SOBONAKHONA   SIPHEPHELE

NATHANIEL SABELO   SOMPUKWANE

Umbumbulu
624.1853027344

CHARLES SABELO

MASIBAMBANE   ISOLEMAMBA   ZUZUMQHELI

NDEYA ZENEX   SIMBAMBANEZULU

KWAMAKUTHA COMPREHENSIVE

MTHAMBO   ZAMAKAHLE

DR NEMBULA   UMKHUMBI

KWAJABULA   KWAPHIKAZIWA   VIKINGOZI S S

GCEWU

MBAMBANGWE
NTWENHLE SS

THUTHUKISA

INYONEMHLOPHE

NDONGA

SAPHUMULA

HLENGIWE

DAYIMANI

VUMELETHU   SAMUEL MKHIZE

VUMANGABA

UMTHENTE

BHEKHAMBILI

ESIZIBENI   MOOTHOVI

SINGELE   MNGANIWAKHE

SIDELILE

km
0   1   2   3   4

	LIST OF ALL SECONDARY SCHOOLS, INSPECTION CIRCUITS AND NUMBER OF EDUCATORS IN UMBUMBULU DISTRICT FROM WHICH A SAMPLE WAS SELECTED.		
	NAME OF SCHOOL	CIRCUIT IN WHICH SITUATED	NO. OF EDUCA-TORS
1	ADAMS HIGH	AMANZIMTOTI	17
2	BHEKAPHAMBILI	IMFUME	12
3	CHARLES HLENGWA	ILOVU	6
4	CHARLES SABELO	UMBUMBULU CENTRAL	25
5	DAYIMANE	ILOVU	5
6	DR NEMBULA	AMANZIMTOTI	27
7	DWENGU	MID-ILLOVO	11
8	ESIZIBENI	IMFUME	7
9	FOLWENI	FOLWENI	24
10	FUNDINDUKU	UMBUMBULU CENTRAL	4
11	FUNUNDU	MID-ILLOVO	10
12	GCEWU	UMBUMBULU WEST	17
13	HAMILTON MAKHANYA	UMBUMBULU CENTRAL	16
14	INKUMANE	MID-ILLOVO	9
15	INYONEMHLOPHE	ILOVU	7
16	ISISUSA	UMBUMBULU WEST	7
17	ISMONT	MID-ILLOVO	5
18	ISOLEMAMBA	FOLWENI	16
19	KHAYELIHLE	UMBUMBULU WEST	17
20	KHULABEBUKA	UMBUMBULU CENTRAL	5
21	KINGSWAY	AMANZIMTOTI	46
22	KUSWAG	AMANZIMTOTI	52
23	KWAJABULA	UMBUMBULU WEST	20
24	KWA MAKHUTHA	AMANZIMTOTI	38
25	KWA PHIKAZIWA	ILOVU	11

	LIST OF ALL SECONDARY SCHOOLS, INSPECTION CIRCUITS AND NUMBER OF EDUCATORS IN UMBUMBULU DISTRICT FROM WHICH A SAMPLE WAS SELECTED.		
	NAME OF SCHOOL	CIRCUIT IN WHICH SITUATED	NO. OF EDUCA- TORS
26	LUGOBE	UMBUMBULU CENTRAL	25
27	MADLANYOKA	MID-ILLOVO	14
28	MASAKHANE	AMANZIMTOTI	11
29	MBAMBANGWE	ILOVU	15
30	MCOTHOYI	ILOVU	20
31	MNGANIWAKHE	ILOVU	20
32	MNTONJANI	MID-ILLOVO	5
33	MTHAMBO	UMBUMBULU WEST	13
34	NATHANIEL SAMELO	UMBUMBULU CENTRAL	16
35	NDEYA ZENEX	FOLWENI	9
36	NDONGA	ILOVU	5
37	NDONYELA	UMBUMBULU CENTRAL	13
38	NOMAVIMBELA	UMBUMBULU CENTRAL	13
39	NSIKAKAZI	MID-ILLOVO	•7
40	NSONGENI	IMFUME	7
41	NTWENHLE	FOLWENI	24
42	ROBERTS HLONGWA	ILOVU	5
43	SAMUEL MKHIZE	IMFUME	4
44	SAPHUMULA	UMBUMBULU WEST	8
45	SENZAKAHLE	MID-ILLOVO	4
46	SIBAMBANEZULU	FOLWENI	9
47	SIBUSISISWE COMP	UMBUMBULU CENTRAL	35
48	SIDELILE	IMFUME	26
49	SINGELE	IMFUME	8
50	SIPHEPHELE	FOLWENI	18

LIST OF ALL SECONDARY SCHOOLS, INSPECTION CIRCUITS AND NUMBER OF EDUCATORS IN UMBUMBULU DISTRICT FROM WHICH A SAMPLE WAS SELECTED.		
NAME OF SCHOOL	CIRCUIT IN WHICH SITUATED	NO. OF EDUCA-TORS
51	SIYABONGA	ILOVU	14
52	SOBONAKHONA	FOLWENI	23
53	SOMPUKWANE	FOLWENI	24
54	THOKOZWAYO	MID-ILLOVO	4
55	UMKHUMBI	AMANZIMTOTI	23
56	UMTHENTE	ILOVU	9
57	VIKINGOZI	AMANZIMTOTI	7
58	VUMANDABA	IMFUME	10
59	VUMELETHU	IMFUME	11
60	YISE	MID-ILLOVO	9
61	ZAMAKAHLE	UMBUMBULU CENTRAL	13
62	ZUZUMQHELE	FOLWENI	15

31 SECONDARY SCHOOLS AND INSPECTION CIRCUITS FROM WHICH DATA WAS COLLECTED		
	NAME OF SCHOOL	CIRCUIT IN WHICH SITUATED
1	ADAMS HIGH	AMANZIMTOTI
2	BHEKAPHAMBILI	IMFUME
3	CHARLES SABELO	UMBUMBULU CENTRAL
4	DR NEMBULA	AMANZIMTOTI
5	DWENGU	MID-ILLOVO
6	HAMILTON MAKHANYA	UMBUMBULU CENTRAL
7	INYONEMHLOPHE	ILOVU
8	ISOLE MAMBA	FOLWENI
9	KHAYELIHLE	UMBUMBULU WEST
10	KHULABEBUKA	UMBUMBULU CENTRAL
11	KWA JABULA	UMBUMBULU WEST
12	KWA MAKHUTHA	AMANZIMTOTI
13	KWA PHIKAZIWA	ILOVU
14	LUGOBE	UMBUMBULU CENTRAL
15	MADLANYOKA	MID-ILLOVO
16	MBAMBANGWE	ILOVU
17	MCOTHOYI	ILOVU
18	MNGANIWAKHE	ILOVU
19	MTHAMBO	UMBUMBULU WEST
20	NOMAVIMBELA	UMBUMBULU CENTRAL
21	NTWENHLE	FOLWENI
22	SAMUEL MKHIZE	IMFUME
23	SAPHUMULA	UMBUMBULU WEST
24	SINGELE	IMFUME
25	SOBONAKHONA	FOLWENI
26	SOMPUKWANE	FOLWENI

31 SECONDARY SCHOOLS AND INSPECTION CIRCUITS FROM WHICH DATA WAS COLLECTED		
	NAME OF SCHOOL	CIRCUIT IN WHICH SITUATED
27	THOKOZWAYO	MID-ILLOVO
28	UMKHUMBI	AMANZIMTOTI
29	VUMANDABA	IMFUME
30	YISE	MID-ILLOVO
31	ZUZUMQHELE	FOLWENI