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ACADEMIC PERFORMANCE AT COMMUNITY SCHOOLS IN GAUTENG PROVINCE

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CHAPTER ONE – OVERVIEW OF THE STUDY

1.1. INTRODUCTION AND BACKGROUND TO THE STUDY

Education happens when one receives, gives, facilitates knowledge, and acquires information. Education may happen in a formal, non-formal, or informal setting. Education regularly takes place under the command of educators to learners, although some learners can also teach themselves. The method of delivering education to learners is called pedagogy. Freire (2013) describes pedagogy as the art and science in helping learners to learn. Carr (2011) defines education as the ethical motion that educators must influence the confidence of their learners. Educators need to improve their skills and knowledge even after being continuously qualified as professional educators. They can improve these skills through professional development and lifelong learners. Borko (2004) asserts that professional development is essential to shifting classroom practice, refining schools, and perfecting pupils learning. 'Lifelong learner seeks to gain knowledge for professional or personal reasons or knowledge resulting from the combination of grasping experience and transforming it (Kolb 1984: 41).

The school and the district should assist educators in developing and for the learners' sake. As an educator in line with the "Code for Quality Education," the educator is required to improve his knowledge and skills base to be more productive' (Department of Basic Education, 2008). The Department of Basic Education's (2014) 'strategy is to help raise professionalism through developing teaching styles and knowledge for the entire profession.' Department of Basic Education (2011) enables teachers to take substantial responsibility for their development by improving development opportunities with the support of the teacher unions. Professional development will improve the educator's knowledge and skills when teaching and improve the learners' overall performance, ensuring that all learners will benefit from quality education through effective professionalism.

South African Council for Educators (SACE) is 'key and central to developing, promoting and maintaining the image and status of the teaching profession. It becomes critical that programs that contribute to the image building be conceptualized and developed' (SACE 2011: 30). Existing research done by the South African Council for Educators (SACE) recognizes 'professionalization as the process of improving the status and standard of teaching'. Professionalism includes four key processes, namely: Initial teacher training (ITE); Induction and registration of teachers; Continuing professional development (CPD), and Evaluation of teacher performance (SACE 2014: 21).

Educators should understand the importance of professional development. Blandford (2000: 20) states that 'the importance of professional development for teachers cannot be overstated.' There have been discussions about how primary schools can improve or raise overall school standards in the past years. It is of importance that during development, the educators should recognize the importance of professional development individually. The school leaders and district may assist by implementing Developmental programs.

The research method to be applied in this research is qualitative. It aims to investigate the Professional Development Needs of Educators, generate meanings, perceptions, and experiences about professional development, and find out how professional development (PD) can boost academic performance. SACE aims to improve the quality of teaching and learning through developing resources to meet the challenges experienced by educators and learners when learning. Rusznyak (2018) explains that the significance of encouraging educator professionalism is viewed as an approach to address the disparate quality of learning in South African classrooms.

Professional development promotes professional understanding between educators and school managers and promotes training to satisfy more objective measures like learners' success rates and is based on skills acquisition and developing competence. The purpose of this research is to assist primary school educators in extending their knowledge, developing

skilful abilities to help them grow in their practice, helping them to identify and respond to different learners' learning needs, and boosting learner academic performance.

1.2. RATIONALE FOR THE STUDY

Basile (2009: 83) indicates that 'teachers' professional development, and thus teacher candidates' professional development that supports student learning, has been germane to the school culture.' There is no doubt that the existing educational environment is changing rapidly, and educators are the source of information to the learners. This researcher wants to explore what qualities educators need to deliver information to the learners effectively and improve the learners' performance. Professionalism is beneficial to the whole school because it improves the quality of education, how educators interact with other educators, their teaching quality when the quality of teaching and learning measures curriculum changes, and the school's overall effectiveness.

It is of primary concern that educators do not voluntarily develop themselves since there are no financial benefits after obtaining an additional qualification. 'As required by the Teacher Development Summit Declaration, the Plan delinks teacher appraisal for purposes of development from appraisal for purposes of remuneration and salary progression, which will be taken up through an Education Labour Relations Council exercise to streamline and rebrand the Integrated Quality Management System' (Department of Basic Education, 2011: 7). Senior posts are not granted because of qualifications but based on experience; for example, an educator with an honour's degree occupying a junior post and one with a diploma occupying a senior post. Some schools' educators qualified as an educator for further education and training, but they are currently teaching at a foundation phase level. Some schools do not have enough resources for educators and learners to improve their quality of teaching and learning.

This study is essential because few researchers have written about the effects of professionalization and how it can boost learners' academic performance, how educators should be taught or trained during developmental programs. However, a few pieces of research are done on how educators' professionalism can benefit the community schools' standards and its learners' academic performance. Teacher education and development is a considerable challenge. It includes resistance to developing opportunities for prospective and practicing teachers.

1.3. LITERATURE/SCHOLARLY REVIEW

Harwood, Klopper, Osanyin, & Vanderlee (2013) view professionalism as the core of educational improvement in refining learners' academic performance. Educators should continuously improve their skills and knowledge to meet their learners' different learning needs, and they can do so by continually seeking to develop themselves. Educators are regarded as adult learners, so they should be taught or be trained like adult learners. During the professional development of educators, the facilitators should bear in mind the principles of andragogy. Malcolm Knowles defines andragogy as the art and science of helping learn (Knowles, 1984).

'Knowles emphasizes that adults are self-directed and are expected to take responsibility for their decisions. Adult learning developmental programs must accommodate this fundamental aspect' (Knowles, 1984: 12). Educators need to understand why they need to improve their knowledge and skills and improve their current position. Merriam and Brockett (2007) emphasize that the experiences accumulated over the years will come as a beneficial tool during the developmental programs. As educators gain experience in teaching, the motivation to develop continuously should be internal.

Professional development (PD henceforth) arises from the individual's professional needs and enables staff to engage in lifelong learning through formal or informal learning. It aims to improve learners' experience and raise their learners' achievement' (Steward, 2009).

PD is fundamental to learners' academic performance. When an educator possesses sufficient relevant skills and knowledge, learner performance increases. Professionalism aims to assist educators in learning how to adjust their teaching methods to meet their learners' learning different needs. Burke (1997) states that for professional development to be effective, the different learning styles of educators should be identified.' Educators learning needs are different, and different learning styles should be applied during professional development. James and Biesta (2007) suggest no professional development methods across the institutions.

1.4. The role of an educator for professional development.

Educators should be committed to professional development. They should know the reason and the goals of development and support the school leadership on developmental programs. Every educator should know his or her strengths and weakness to identify subject areas that need professional development. Educators should relate what is being taught to their professional experiences. Motivation should be internal to face the challenges and requirements of the program. Educators should also partake in the planning of developmental programs.

1.5. The role of the facilitator during developmental programs.

Facilitators should remember that educators have different life experiences and learning preferences; Some educators will still prefer the traditional pedagogical approach. Thus, facilitators should respect the learners' learning styles and push them out of their comfort zone. They should use different strategies to determine in which areas an educator lacks the skills of each educator.

Literature review and effective communication with teachers are critical elements of successful professional development. Professional development offers collaborative support and training to overcome the challenges educators face in the classroom collectively. Many resources and studies are done for effective development; however, these models can be broad and theoretically devastating to administrators who already have enough tasks to occupy their time.

Most teachers would acknowledge the need for continued training on new technologies, updated educational standards, and relevant classroom strategies. Professional development refers to ongoing learning opportunities available to teachers through their school or school district. Active professional development improves educators' teaching skills and learner performance. The primary purpose of professional development is to prepare and support teachers by giving them the knowledge and skills they will need to help all learners achieve high standards. The time teachers spend with other knowledgeable teachers, engaging in teaching and learning, is just as crucial to learners' learning as teachers spend teaching learners.

1.6. STATEMENT OF THE PROBLEM

The effect on the standard of teaching at schools is directly affected by the success of the professional development of educators. Educators' professional development (PD) increases the abilities of an educator, manage change in classroom practice and result in improved learning. During PD, the educator masters efficient ways of teaching, improves individual leadership ability, classroom management ability. "The completion of this process will help educators understand the basic aspect of improving personal life." The completion of this process will help educators understand the essential aspect of improving personal life". Practice in PD enhances educators to teach at high standards.

1.7. RESEARCH QUESTIONS

What is the relationship between the educator's professional development and learner academic performance?

What are the challenges experienced by learners arising from educators' lack of sufficient skills and knowledge?

Does educator professionalism lead to improved learner performance in schools?

1.8. PURPOSE, AIMS, AND OBJECTIVES OF THE STUDY

Advice from the nearby schools that professional development is effectively practiced. This study aims to assess the effect of professional development at primary schools, identify hindering factors for educators' development, evaluate the impact of effective development on learners, and analyse professional development. The researcher's objectives are to explore the underlying factors that cause poor professional development, evaluate the educator's motivation for further development, assess the current level of development, and propose and formulate recommendations for professional development around the community schools. A further objective is to scrutinize the vital teaching aids that stem from personal educator growth.

This researcher would be elated to assist designers of the education curriculum in knowing the principal values of professional development to improve their development and further improve lesson study practice. Team building and workshops can strengthen professional development by harnessing cooperative talents, and information, skills, experiences may help educators practice developmental skills through school-based professional development in their schools. Further, the study aims to provide tangible ideas for structure, organising, implementing, and overcoming study challenges as a tool for teachers' professional development.

The conclusions of the study would be necessary to improve learners' performances. Professional development must be more than training in new knowledge or instructional procedures. "It must allow educators to move to the next level of expertise and enhance their ability to make changes that will result in increased learner's performance" (French, 1997). "This professional growth will only occur if educators are provided with expanded learning opportunities, peer support, and extended time to practice, reflect, critique, and then practice again" (Cohen and Hill, 1998).

Finally, provide a workable suggestion for professional development at the school's district to draw the attention of district representatives to the results of a lack of professional development in district schools.

1.9. RESEARCH METHODOLOGY AND DESIGN

The research design for this study will be a descriptive and interpretive case study and phenomenology. Data will be based on a primary source that will be analysed through qualitative methods to gather information from the educator's perspective data. The data will be collected at community schools. The research will be for a period between one to two years. The qualitative approach will be used to conduct the study. The researcher seeks to answer questions and understand a given research problem.

To derive an understanding of essential meaning constructed through interpreting people's lived experiences, the research design for this study will be a descriptive and interpretive case study and phenomenology, which will explore the lived experiences of educators and learners during their teaching and learning. Data will be collected through individual interviews (open-ended questions), audio data, observation data, visual and documentation data. Data will be collected at chosen primary schools between one to two years. Collected data will be based on a primary source.

1.10. Sample

The study participants will be 60 primary school educators, 40 (ten foundation phase learners, fifteen intermediate phase learners, fifteen senior phase learners), three principals, and two district officials. They will be interviewed at the selected schools in the district, and a survey was taken that includes all educators and learners. Based on their performance, the learners will be chosen to evaluate their progress after completing educator development programs. The researcher has chosen Gauteng province, which comprises 15 districts, but the researcher has chosen JOHANNESBURG WEST JW (D12) district for this study. The research will be focused on three schools of the Department of Basic Education, namely School A, School B, and School C. The chosen schools fall under the D12 district. The researcher has chosen these schools because they are close to where she works.

1.11. Data collection

The researcher will collect data using the following tools: Interviews, Questionnaires will be used to evaluate the educator's level before and after the professional development to determine the success of the research, observations, peer reviews, focus groups, discussions, and surveys. There will be an observation of educators during and after the development workshop or developmental meetings. The researcher will engage with at least five to ten educators to understand the situation and make sense of their multiple opinions, as they will be different realities. Face to -to-face interviews and group interviews will take place. Permission from the principals will be requested.

1.12. Data analysis and interpretation

The researcher will use the inductive approach to conduct the study. Data will be collected using the qualitative method. The consent form will be issued to participants. Data will be collected at chosen schools. The research will take place from March to May and August to

November, which will be seven months in each of the years of the study. The researcher will construct different meanings based on participants' different experiences and understanding. Interviews scripts, visual data, audio data, images, documents, and survey questionnaires will be used in expectation to provide broader views about professional development.

The research will be used to describe the phenomenon and generate grounded theory. The collected data will be analysed to summarize, tabulate, and classify discourse to identify how participants express themselves. Data will be organized to transcribe labels and familiarise the patterns. Participants' interviews responses will guide the framework. The responses will be categorized, coded, grouped into themes. Data will be interpreted based on the grouped and labelled themes: Data identification, comparing, and explanation from the coded themes.

1.13. RESEARCH ETHICS/ETHICAL CONSIDERATIONS

The researcher will apply for ethical clearance from the University and clearance from the Provincial Education Department. The informed consent will be issued to ensure that participants fully understand what it means to partake in the research, so they should decide consciously. The researcher will further ensure the quality and truthfulness of the research by seeking informed consent and respecting the privacy and secrecy of the research participants. The researcher will emphasize that participation is willing, and participants will always be respected and protected.

Ethics considerations are essential for any research. They assist the researcher in ensuring that the research does not purposely make mistakes to harm the participants. Research ethics helps to confirm that we first consider the needs and anxieties of the participants in the study as researchers. Ethics help researchers protect the comfort of the participants and to prioritize them. How data should be collected should be the next priority to help the researcher ensure that the choices made during the research should not harm or disturb the lives of the people we are researching. Ethical consideration also helps the participants

understand that they need to be honest in answering the questions to avoid sabotaging the research process during the research.

1.14. LIMITATIONS AND DELIMITATIONS OF THE STUDY

Limitations include participants withdrawing during the research, legal guidance refusing to consent for the interviews, and results not generalizable beyond a specific population. The research time plan may be too small since the schools close three times before the year-end.

Delimitations

The first delimitation for the researcher will be from choosing the problem to research. There are many educational-related problems available that the researcher observed and later rejected. The delimitation will analyse and develop the criteria for selecting the research participants. The research is conducted at government schools on professional development for experienced educators. The delimitation states the research variables and research objectives and expected outcomes. The research study could be generalized for educators and learners at government schools. The researcher's purpose statement sets out the intended objectives and includes everything the research will cover.

1.15. DEFINITION OF KEY CONCEPTS

1.15.1. Academic

Relating to education and scholarship, academics in this study relate to the educator's curriculum and aims to develop.

1.15.2. Adult learner

An adult is considered mature in status and experience, a formal or informal learning process. In this research, an adult learner is also an educator. Educators continue to learn through professional development.

1.15.3. Department of Basic Education (DBE)

The Department of Basic Education (DBE) is responsible for Outcome 1 (quality primary education) of the government's Medium-Term Strategic Framework.

DBE is the department of the South African government. It oversees primary and secondary education in South Africa. The research is being conducted at government primary schools under South African DBE.

1.15.4. Education Labour Relations Council (ELRC)

The ELRC is a bargaining council that serves the public education sector nationally and provincially. The ELRC in this study serves as the public education sector nationally and provincially to which all government schools report.

1.15.5. Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA)

The Education, Training, and Development Practices Sector Education and Training Authority (ETDP SETA) facilitates and promotes the training of accredited training and development providers to guarantee the quality of provision. The ETDP SETA has a specialist unit responsible for quality assurance functions. The ETDP SETA in the study is responsible for promoting the training of accredited training and development providers and for quality assurance functions during developments.

1.15.6. Development Appraisal

Developmental appraisal formed by the SACE for IQMS to help monitor the development of educators through a developmental appraisal. This is a thorough, yet supportive and developmental process designed to ensure that all teachers have the skills and support to

carry out their roles effectively. This research motivates educators to get developed to get monetary rewards.

1.15.7. Lifelong learning

Being a lifelong learner helps educators incorporate new tools and strategies into the learning process to boost learning development. Pursued naturally through life practices as the learner seeks to gain knowledge for professional or personal reasons or knowledge resulting from the combination of grasping experience and transforming it (Kolb 1984: 41). Lifelong educators in this study will show that when they are fully developed, they will conquer some educational challenges, be more innovative, and improve everyday teaching.

1.15.8. SACE (South African Council for Educators)

It is the professional council for educators, which aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development, and inculcation of a Code of Ethics for all educators.

1.15.9. SMT (School Management Team)

Structure with a sole function to give leadership guidance, direction, and assistance in teaching and learning situations. The SMT in this study is to exercise their role in managing and leading the professional education development and assist and provide a significant contribution in PD to improve educators' practices.

1.16. PLANNING OF THE STUDY/CHAPTER OUTLINE

Chapter 1 Introduction and Background

Chapter 2 Literature Review and Theoretical Framework.

Chapter 3 Research Design.

Chapter 4 Analysis and Interpretation.

Chapter 5 Conclusions and Recommendations.

1.17. DESCRIPTION OF RESEARCH PLAN AND TIMELINE

- Year 1 (2019)

Proposal writing and completion

Ethical approval

Identification of research sites and approval

Letter of approval to conduct research

- Year 2 (2020)

Pilot Study

Refinement of methods

Literature review

Theoretical framework

- Year 3 (2021)

Data collection

Data analysis

Writing up

Completion and submission for examination

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. INTRODUCTION (BRIEF STATEMENT OF THE TOPIC)

The problem statement was presented in chapter one, followed by the research questions and the study's aims. To answer the research questions, the chapter is going to discuss literature by other scholars by looking at Poor quality educators, educator learner ratio and workload, education system with tons of paperwork versus educator's developmental time, lack of professional growth, educational change, and salary disparities, as well as corporal punishment and discipline. The researcher will then present the transformational and developmental theory as the theoretical background to the study. The theoretical framework will assist in comprehending whether an educator's professional development can improve learner performance.

The research questions, as stated in chapter 1, are as follow:

What is the relationship between the educator's professional development and learner academic performance?

What are the challenges experienced by learners arising from educators' lack of sufficient and knowledge?

Does educator professionalism lead to improved learner performance in schools?

Priority was given to educators' professional development, challenges experienced by learners emerged from educators' lack of sufficient skills, knowledge and if educator's professionalism led to learner academic performances. Various educational elucidation used and other educational concepts revealed educators' professional development, challenges, and effects on professional development at primary schools to identify hindering factors for educator's professional development and evaluate the impact on effective development

towards learners. In the next chapter, the research methods, research design, ethical considerations, population, sampling, and data collection will be dealt with.

Poor quality educators

The role of an educator is highly profound, and the journey for success starts with an educator. One of the most critical factors contributing to challenges experienced by learners and their poor performances is having poor quality educators. Most schools have employed educators from neighbouring countries or retired educators to offer them less salary than the government-paid educators. Educators must sustain their quality of education and carry it. This finding is in line with the findings of McMillan (2014) that concluded that educators should continuously try to understand the educational process to make informed decisions about education processes and policies.

Poor quality educators result in challenges experienced by learners academically. It matches with the research findings of Dupas and Kremer, 2012 that in developing countries, for them to improve school education, they often focus either on providing additional resources, generally by appointing more educators to reduce the class size. Educators should always be learners by the continuation of professional development. They should learn from the learners they are teaching and accept that they do not know everything. When educators learn or take their development seriously, they notice that they strive to achieve. Farooq and Sardar, 2015 concluded in their research that lack of teacher motivation from their principals also results in educators' poor performance.

Educators are mothers of all professions. They face many frustrations when they are unsure about the teaching concepts, leading to poor participation and performance. Some learners are experiencing learning challenges arising from educators' lack of sufficient knowledge and skills to address proper teaching and learning (Kwo, 2011). Holmqvist (2019) discusses essential factors about the community lacking qualified educators to prepare and keep up with the next generation. Educators should understand the importance of professional

development and the benefits of continuing professional development. Development of the teacher knowledge will result in learner academic improvement.

Some learners struggle to meet their academics because their educators lack sufficient knowledge. Some educators are not sufficient to administer a lesson that will be fruitful and beneficial to a learner at the end of the day. Lack of educator's professional development leads to learner poor academic performances. The educational curriculum is forever changing and requires educators to continue developing themselves. Kwo (2011) "educationists and educators increasingly realise that the worlds of knowledge that the learners can access are both a challenge to the curriculum and an opportunity to develop learners' autonomy. "It is the role of an educator to mentor, support the learners, help construct new knowledge for this learner, and strive to help boost their academic performance.

Thornberg's 2008 study into the lack of professional knowledge in education conducted qualitative research with 13 educators under the lack of professional knowledge; it was discussed that most educators lack a good joint knowledge base, making it challenging to deliver professional learning and teaching lead to learners performing poorly. Furthermore, he discussed that professional knowledge seems to be missing in values education among educators. Bernadine (2005), in his research, states that inspiring and informed educators are the most critical factor contributing to learners' poor performances. He agrees on professional development in improving learners' poor performance. He further suggests that with the given rate of south African school poor performance, it is critical to pay close attention to educators continuing professional development for educators to keep up and keep up to date to boost learner poor performances.

A fully armed and knowledgeable educator can demonstrate adequate, relevant knowledge of the specific learning area and apply knowledge successfully to create a meaningful experience for the learners. Educators are significant in entrenching and transferring knowledge to learners. With the ever-changing educational curriculum, educators must stay

up to date to update the education system. For educators to stay abreast, they need to develop themselves continuously professionally. Professional development improves the school's overall performance. Liwane-Mazengwe (2012) discussed that effective practice in professional development enhances educators to teach in high standards and is boosted through applying analysis and development of criticism and synthesis in education law.

The following contextual aspects are proposed as motives behind educators' lack of voluntary professional development. Using the scholars' literature review and observation of the effects on professional development at primary schools, factors contributing to lack of voluntary development, and the impact of effective professional development in learners and their academic achievements and analysing the effect of professional development. The researcher's objectives are to explore the underlying factors that cause poor professional development, evaluate the educator's motivation for further development, assess the current level of development, and propose and formulate recommendations for professional development around the community schools.

The primary objective of this study was to investigate educators' professional development and its effect on learner academic performances. Educators do not develop themselves but exit the profession for better prospects (SADTU 2003). With their passions, they leave the profession rather than be regarded as poor educators. The researcher agrees with (Mudau 2016) on the recommendations that educators' employers should recover services situations; researchers have recently shown an increased interest in educators leaving the profession too early. They revealed that it is mainly because of the work pressure, minimal salaries, and lack of incentives, which demoralises the educators (Mudau 2016).

Educators need to examine or self-introspect the level of knowledge in their teaching profession. They need to match their learning needs and the needs of their learners. After completing developmental, they need to go back and assess the impact arising from developmental programs. In his research on professional learning and development,

Timperley (2007:10) discusses that a desirable understanding is needed on the types of development that help educators develop and grow in ways that will serve all their students well, even as expectations of students and schools are constantly changing. Timperley revealed in his research that a group of educators mentioned that poor performance is mainly because of lack of fit among old learning styles versus new learning ways.

Educator versus learner ratio and workload

A high learner-teacher ratio may result in learners' poor performance. The average learner-educator ratio in South Africa is said to be at 30 learners per educator. The standard learner ratio in South African public schools is 45 learners per educator. The researcher in this study agrees with Blatchford (2011) when he states that high enrolment hinders learner interaction between lessons and leads to poor performance during assessment tasks. The workload arising from the high volume of learners in one class is one of the hindering factors for quality education. (Kambuga 2013) concluded his findings in his study that the enlargement of enrolments of pupils has a deleterious effect on the quality of teaching and learning.

The workload arising from the high volume of learners in one class hinders educators from not volunteering for professional development. Educators experience challenges in the classroom because of the high volume of learners and these learners with different learning needs.

This overcrowded classroom contains learners with different learning needs and abilities. Learners with different educational needs are assisted by an educator who does not have time because of the educator learner ratio, which leads to poor performance. The educator lacks time to assist individual learning needs, which leads to deficient overall school performance. Smaller classes are advantageous for all learners because they get individual attention concentrating on their unique learning needs.

(UCU, 2016) states that administrative and departmental tasks are in addition to the educator's roles and duties besides teaching, developmental, and delivering lessons to the learners. (McGrath-Champ and Stacey, 2018) discusses that educators need further professional respect, time for their teaching and learning, and it is not possible with their workload. The study conducted by McGrath-Champ and Stacey, 2018 revealed that "increased demands are threatening teaching and student learning," and most educators reported that their high workload hinders teaching and learning. Educators need to be free from administrative tasks and other activities that increase their workload and distract attention from their fundamental responsibilities. The Department of Basic Education describes policy changes and new policy makers' new expectations as other factors contributing to educator increased workload (DBE, 2005).

The current education system involves tons of paperwork versus development time

Educators are expected to deliver their primary duties as educators towards the learners. Educators lack time to partake in professional development courses. Educators spend teaching and learning time doing admin tasks that involve (learner profiles, covering the content curriculum, administering continuous assessments, monthly tests, and stats) and still need to develop themselves. Educators do not have enough time to teach and do all the admin work and still develop themselves.

Together with the department of primary education, the South African Council for Education has implemented a plan to improve the quality of educator education and development to improve the South African quality of educators and teaching. The aim is to support the educators in content knowledge, policies, and curriculum knowledge. However, it contradicts the fact that educators do not have time with all the things they must cover. In his report, Gibbon (2004) concluded "the impact of workload on teachers and students" by changing educators' capacities and managing the school; the educators will have more time to excel in their duties and excel in professional development growth.

Educators overload at schools is a real problem, mainly at the schools where education is free. Though often ignored, it leads to over-admission and harms teacher and student performance (Wakoli, 2013). All educators may be required by the department of primary education to attend the developmental programs for ongoing professional development and to be conducted outside the formal school or during vacations. (2020)

Borko (2004) asserts that professional development is essential to shifting classroom practice, refining schools, and perfecting learners learning. Professional development of educators increases an educator's capabilities, manages change in classroom practice, and results in improved learning. Professional development may be specialisation or any kind of continuation in learning. Educators should be all-time learners in professional development to improve their boldness skills, boosting learners' academic outcomes. During professional development, educators master efficient ways of teaching advances individual leadership ability and classroom management ability. This will help educators to understand the fundamental aspect of improving personal life.

Educational change and educator's salary pattern

Lack of professional development from educators resulting from lack of salary increase and adjustments. After completing a course, there is no salary adjustment but only a lump sum provided. The cash bonus or lump sum provided is even less than the money paid for study fees. Compared to other departments like the department of health, qualifications grade an employee's position, and qualifications grade the salary level. As an educator, ONE can hold a master's degree in education and still be paid like an educator having a diploma in education. It is discouraging to upgrade academically when it is not recognised personally. It is demoralizing and discouraging to continue developing, but they will not benefit financially and designation.

(Nesane, 2008) supports the statement that a lesser salary results in educators abandoning their passion for teaching to search for other careers with better income. (SACE, 2020)

discusses that educators' salaries also contribute to their morale mainly because of the difference in pay between public and private school educators. In 2019, the SA government published a report on educators' adjustment salary scale. The salary increased by 1.50% for school and office-based / lectures. For example, if an educator's salary was R250 000 annually and then got the 1.5% increase, the educator got an increase of R3750 divided by twelve months, translating to an R313 increase every month. The salary increase they get is too tiny and demotivating to apply for personal development and constantly pursue higher education because of not affording to pay for the fees. It becomes impossible for educators to be lifelong learners because of financial constraints. The educational change in South Africa also contributes to educators' lack of interest in developing and poor learners' performances. Education.gov.za (2020) indicates that back in 1996, many black teachers were given a significant salary boost and teacher rationalization. Department of Education (2007) shows that educators' salaries are 9% lower than the average pays across other professions. The redesign of the salary structure provided more generous entry-level salaries for teachers aimed at recruiting high calibre candidates to teach.

Education.gov.za (2020) "new salary scales for educators introduced in 2008, as well as the recently adopted Integrated Quality Management System (IQMS), may well deflect some of the problems listed above". There is a complex salary framework of 12 levels or grades, most with a 16-notch structure of progression. The "redesigned salary scheme allows varying percentage amounts of increase to all levels" (Department of Education, 2007).

Corporal punishment and discipline

The abolition of the corporal punishment Act in South Africa was passed by parliament in 1997 Act, No 33 of 1997 because corporal punishment is viewed as a form of abuse and violation of learners' human rights (Sayed, Kanjee, and Nkomo). Schools need to abide by this law that no individual at a school may administer corporal punishment to a learner and "Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a

sentence which could be imposed for assault” Act NO. 84 OF 1996: SOUTH AFRICAN SCHOOLS ACT, 1996. The educators are encouraged to use helpful words in enhancing discipline.

Educators need to always provide the learners with safety and protection. The educators' responsibility is to fully account for a learner's well-being from the minute they arrive at school until they leave the school premises. Learners are expected to respect their educators, but lately, they are responsible for killing and violating the educators either at the school premises or at their homes. Educators feel discouraged to continue to develop themselves to help these learners that violate them. (SACE, 2020) states that the abolishment of corporal punishment generated lots of discipline problems.

The impression arising from lack of corporal punishment has led to an uncontrollable lack of discipline in schools. Educators are demoralized to continue development because of discipline problems. Today's learners beat and kill educators, and most schools lack proper security. The lifespan of a 24-year-old educator was ended by a 17-year-old learner at the school on 13 September 2018. It is demotivating to voluntarily pursue professional development to help the kids that may harm the teacher. Educators continuously action-banned corporal punishment law to manage classroom discipline (SADTU 2004: 11). Gudyanga, Nyamande, and Wadesango (2013) state that the learner's cognitive development is encouraged by anxiety while corporal punishment is practiced. Naong (2007) states that there is a direct connection between educator determination and learner discipline at schools, and educators tend to lose determination and confidence resulting from discipline problems.

Lack of professional growth

According to Gomba education system should focus on education quality. (Gomba, 2019) In her research about educators, continuation development discusses that educators' constant motivation encourages them to excel, master, and grow in their profession. South African

Council of Educators (SACE) manages the educator continuation development for all the educators. SACE aims to address challenges arising from a lack of professional development. (Gomba, 2019) the study revealed that the school leaders provide the slightest support to the educators; hence there is a lack of professional growth. The researcher agrees with Gomba that the educators will be motivated to voluntarily attend developmental workshops to improve their knowledge and overall performance with adequate support. South African Council for Education and the department of education have developed a system where educators capture their attendances of workshops and get points. By this, South African Council for Education aims to motivate the educators from the developmental workshops. Fully equipped educators will perform better and will result in overall school performance.

Educators are discouraged from voluntarily developing themselves because of a lack of professional growth. Educators move from being an educator to head of department, Deputy Principal, and then Principal position. It is discouraging to aim for the principal position, of which there is only one at a school. Most schools have more than 35 educators, so it is deterring to want to have that title of being the principal. Educators simply must wait for a 1% given to every educator from the Integrated Quality Management System department.

The learner's academic results aim to improve because, after professional development, the educator will demonstrate competence in preparing, planning, and assessing at a pedagogical level. The educators are trained in student growth and student environmental outcomes. The researcher agrees with (Monyai 2018) that the learning environment to which the learner is exposed is likely to develop the learner's interest. Educators will be skilled in diagnosing learners' strengths and weaknesses to develop teaching strategies. During professional development, educators will be assisted in preparing and planning lessons that will accommodate different learning needs in one lesson and at a pedagogical level. Gardner (2011) states that educators should learn the multiple intelligences theory to assist, assess and provide information and help learners process it.

Mashamba (2016) suggests that for educators' professional development to improve learner performance effectively, educators should monitor the learner's progress and tasks and support those learners' experiencing challenges when learning. Educators must obey their primary obligation of providing classroom training to help learners learn. Borko (2004), the theorist, proposes that professional Teachers must be motivated and encouraged to be passionate about teaching and learning. Like learners, they also need the services of a psychologist to be empowered and be able to cope. Development should include personal factors, environmental factors, and behavioural factors. Blandford (2000) states that professional development servers enhance individual performance, rectify ineffective practice, and facilitate change. Professional development is a lifetime of continuous learning, and its effects are long-term. Entirely well-informed educators will be able to target various learning styles of their learners, allowing each learner to succeed in learning. Educators' professional development has been identified as an essential element in creating active schools and improving learners' performance (Steyn, 2005).

Chen and McCray (2012) support the notion that educator professional development is the entire educator attitude that chains educator developmental growth, namely social, emotional, and perceptive behaviours. Educators should continuously look for new instructional approaches, syllabuses, and ways of assessment so that they should continue to develop their abilities and knowledge through professional learning (Basile, 2009). Smith and Gillespie (2007) discuss the role of educators in achieving excellent results to improve learners' performance and whole-school evaluation. (Nesane 2008) states that it is significant for the school management team to manage why educators are not completing their duties. He further discusses that for schools to be peaceful, their management team needs to implement an effective strategy to assist the educators with their difficulties and challenges.

Transformational and Developmental learning theories.

The research study will depend on the knowledge of the transformational and developmental theorists, namely transformational theory, and developmental theory. James Burns

established the transformational theory in 1978 to focus on stages of cognitive development. The developmental theories for this study will be by Jean Piaget, Lev Vygotsky, Erik Erikson, and Lawrence Kohlberg. Jack Mezirow first established the transformational theory in 1978. Bass stated that transformational leadership “could be defined based on its impact on followers. Transformational leaders gather their admirers' trust, respect, and admiration (Oer.missouriwestern.edu, 2020). The theory is preferred because it encourages, inspires, and stimulates the followers. For this study, the principal and educators will use the transformational theory to demonstrate genuine and strong guidance with the impression that the learners will be inspired to follow suit and that transformational leaders are charismatic leaders.

The second theoretical framework is the developmental theory by Erikson. Erikson is necessary for individual life because it affords a comprehensive framework that outlooks an individual's developmental stages from birth till death. Erikson's theory is essential in one's life because it affords a comprehensive framework that views the development of an individual from birth till death. Developmental theory is of diverse [ideas](#) about how the desired change in people is best attained. Depending on which theory is being looked at, there are different explanations for development and inequalities. Such ideas attract a diversity of social disciplines and attitudes (En.wikipedia.org, 2020).

The conceptual framework of this study aims to provide a developmental program to the educators to develop educators' skills and knowledge and improve learners' performances. Therefore, the researcher aims to address poor-quality educators, Educator versus learner ratio, and workload; the current education system involves tons of paperwork versus development time, educational change, an educator's salary pattern, Corporal punishment and discipline, and a lack of professional growth. The researcher will use the transformational leadership theory to influence educators towards professional developmental study and transformation versus learner academic achievements. Through this model, the researcher strives to study whether the school leaders efficiently practice their roles and responsibilities and whether their roles align with learners' learning needs and performances.

The stakeholders of the school should practice transformational leadership styles. The school stakeholders for this study are the principal, the educators, parents, and the learners. The transformational model from both the principal and the educator creates the best learning environment for students and cultures to progress in their studies continuously. (SACE, 2020) states that educators should stay motivated, be constantly encouraged, and be passionate about their duties. They should also motivate need services to empower learners to cope. The principal should inspire his educators to motivate and encourage the learners. The transformational leader led the school and strived to make things better between the school members. The principal, as the transformational leader, should constantly motivate his educators. He should articulate the school vision relating to educators' development. He creates a positive atmosphere for educators and learners. Because he leads by example, it is easier for him to compliment his educators. The principal should draft the educator's developmental plan to lead by example. (Day and Sammons, n.d.) Discusses those leaders have direct and indirect effects on student learning.

The theory answers the research question on how educators' professional development improves academic results. Transformational educator ensures that the learners stay focused on their studies. The educators assist learners in facing educational challenges in the learning process and being self-directed learners as educators advance their experience in teaching the motivation to progress continuously and be internal.

Educators are regarded as adult learners, so they should be taught or be trained like adult learners. During the professional development of educators, the facilitators should bear in mind the principles of andragogy. Malcolm Knowles defines andragogy as the art and science of helping learn (Knowles, 1984). This study's developmental theory aims to respond to the research question of challenges experienced by learners arising from educators' lack of sufficient skills and knowledge and whether professionalism may lead to improved learner academic performances.

The educator is the adult learner. Adult learning developmental programs must accommodate this fundamental aspect' (Knowles, 1984: 12). Educators need to understand why they need to improve their knowledge and skills and improve their current position. The principal duties are to model the educator's development plan to strengthen the school vision, leading to better performance.

(Knowles, 2015) states that the adult learning process or educator's development differs with the objectives, adult learning needs, and school objectives. The researcher will apply Malcom Knowles principles in educators' professional development. The principles will work better during professional development because they cater to individual learning needs and uniqueness. The principles will help outline the developmental programs and outline the goals, objectives, and development that will improve learners' performances. The development developments will be personalised based on educator learning challenges.

Educators need to know the reason behind professional development. Educators already have professional qualifications, so they must understand why they must continue learning. The professional development must outline how it will assist them in extending their knowledge to respond to different learning barriers of the learners.

Educator's self-concept.

Educators are adult learners. They are independent, mature, and take the initiative without help identifying their learning needs and formulating personal learning goals matching their professional needs. The educator needs to understand the relationship between their professional development and learners' academic performance during this stage.

Educator's previous experience.

Experience gathered from previous years and grades taught will help assist questions raised during the development, and this will help tackle questions on how to improve learners' academic performance.

Readiness to learn

Educators need to learn new things to cope with policies and curriculum changes during their professional development. The professional development will be personalised to apply what they learned to improve learners' overall performances.

Orientation to learning and motivation

The professional development should be organized and based around subject or module or related matters to improve the learner's academics. Educators are adult motivation internal.

Kohlberg's model of development results in stages of moral development. Educator's professional development trainers should focus on performance outcomes and performance drives. During the professional development, the goals and purposes for learning are outlined, and the outcomes are detailed. The developmental theory applies to learners and educators and focuses on different levels and stages. The theorist Piaget discusses the cognitive growth of the child development. Loevinger is all about individual ego.

Piaget states that "the development of a personal intelligence is forged through adaption and organization" (Ultanir, (2012), p 202). Adaption is the process of accommodation and adjustment. Accommodation will occur when the learners change the diagram to adapt to new knowledge—adjusting new information on the existing knowledge.

This chapter is grounded with the literature review from other scholars on educator professional development. The following subtitles accompany it: poor quality educators, educator, learner ratio and workload, education system with tons of paperwork versus educator's developmental time, lack professional growth, educational change and salary disparities, and corporal punishment and discipline. The research questions have been addressed and supported by other scholars.

The next chapter will be about the qualitative research designs.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

A literature review on educational professional development was given in the previous chapter. It concentrated on educators' professional development on students' academic

success. The literature review and theoretical context were discussed in the preceding chapter. It explains how the study was carried out. It includes information about the research method and a reason for its use. The researcher searched for existing literature related to the research problem to develop the theoretical and conceptual framework (Kumar, 2019). Chapter 2 brought clarity to the research problem and shaped the research problem to identify gaps left by other authors.

In developing chapter 3, the qualitative method was implemented. The chapter surrounds the research design and methodology with a plan for conducting the research. According to Kitsakorn Locharoenrat (2017), research methodology identifies the nature of the study and general design. The chapter is a plan that outlines what would be conducted and what aid would be used for the analysis. The chapter also describes various aspects of research: research design, research method, participants, sample and sample technique, data collection method, issues of trustworthiness, and ethical considerations.

Leavy (2017) defines research design as a plan for the research enquiry. The research design is a way to ensure the research questions are answered effectively. Research design is an all approach elected by the researcher to blend the study's different sections, ensuring the research questions and problems are addressed successfully. These research designs are called methods, and the research methods depend on the considerations, including the research topic and purpose. Weis & Fine, 2000, as cited in Creswell & Poth, 2018 assert that reading, discussing, analysing, and evaluating the study give sense to the researcher to conduct the study. Sharan and Elisabeth believe that the research design transpires along as the researcher and participants collect and analyse data and decide for the next phase. This research explored the challenges faced by educators during professional development.

The research map.

The stage of preparation

The start of the research phase

Participant's introduction

Preliminary research

Stage of analysis

Stage of interpretation

Conclusion and recommendations are summarized.

3.2 SCOPE OF THE EMPIRICAL RESEARCH.

This study's structure is based on transformational and developmental concepts. The researcher will investigate the idea and see if it can help answer the research questions. The study demonstrates a link between educator professional development and student academic success. Throughout the study, the hypotheses and the research's goal were explained. The researcher agrees with (Longworth n.d.) that transformative learning is crucial for curriculum, assessment, and pedagogy convergence. Longworth says that educators give learners authority by delivering the ever-changing planned education. Educators should be lifelong learners who can actively organize essential educational and human resources to foster learning.

The study investigated how educators personal and professional development influenced their students' academic achievement. The purpose is to improve the relationship between instructor growth and student achievement. The researcher uses the transformational theory to get new information through transformation and development learning. The researcher agrees with Bella Kaufman that education is a never-ending process rather than a product. Educators should be lifelong learners who constantly strive to improve by obtaining new skills and knowledge.

The researcher in this study is an educator who recognizes the value of professional development for educators. To minimize bias, the researcher completed the study outside of her employment. It is vital to note that this research took place in a few Gauteng primary schools in the D12 district.

3.3 JUSTIFICATION OF CHOOSING QUALITATIVE RESEARCH

The study employs a qualitative approach. The researcher is interested in learning more about human behaviour via the participants' eyes. Inductive approaches to knowledge construction are common in qualitative research to generate meaning (Leavy, 2014). Qualitative research is usually the best option when the primary goal is to examine, describe, or explain anything. This methodology is used by researchers to study, examine, and learn about social phenomena, to unravel the meanings that individuals attach to activities, circumstances, events, or artifacts, or to get a deeper understanding of some aspect of social life (Leavy, 2014).

3.4 RESEARCH DESIGN AND METHODOLOGY

3.4.1 Research design

According to Dawson (2009), the research method can be defined as the materials used in gathering data during the study. As a result, the format used in gathering data is a tool to answer the research questions. The participants were chosen through selection and interview questions focused on the impact of educators' professionalism. The research questions guided the study.

What is the relationship between the educator's professional development and learner academic performance?

What are the challenges experienced by learners arising from educators' lack of sufficient skills and knowledge?

Does educator's professionalism lead to improved learner performance in schools?

The researcher agrees with Kothari (2004) that research methods may be acknowledged as methods and techniques used for conducting research. Researchers can lay a good foundation for the research and better understand the research topic with the research method. The research method used in this study is qualitative. The researcher uses this method to understand the participants' challenges and experiences with the research questions.

With the qualitative method, the researcher intends to gain logic on the root cause of the problem. It is beneficial for the researcher to use qualitative research mainly because it finds rich or authentic data collected straight from the primary respondent or participants. There are numerous ways in which the researcher can obtain information from participants, understand their different behaviours, how they react to their feelings, and understand human behaviours and cultures.

3.4.2 RESEARCH SITES

The study will take place at a few schools in the D12 district of Gauteng. The researcher worked with the DBE, D12 district, and school administrators to interview educators regarding professional development. Because she was not allowed to visit the site due to the coronavirus outbreak, the researcher used online interviews as a research method. The curiosity in understanding other people's lived experiences and the meaning they make of those experiences is at the heart of in-depth interviewing (Seidman, 2006). The participants are those who agreed to take part in the study.

3.4.3 GAINING ENTRY INTO THE RESEARCH SITE.

According to Creswell (2015), treating the study site with respect is critical. This regard should be demonstrated by obtaining permission before entering a site, causing as little disruption as possible while conducting research, and perceiving oneself as a "guest" at the study location. Conducting research should be done ethically. Please respect the rights of participants in studies, research sites, and others who will read their findings. In this study, the researcher first received consent from the DBE, then the district, and finally the school principals. Many schools were approached, but most principals were uninterested in having their teachers participate. Because of the Corona pandemic, the researcher emailed the proposal to the principals and presented the idea to them over the phone.

The researcher sent the online interview link to the school's principals via email and WhatsApp. The interested principals presented to their teachers and forwarded the information to them. Even though authorization had been obtained and a plan had been made, educators were hesitant and too preoccupied to participate in the study.

The researcher began to receive responses gradually. It was a significant obstacle because the participants connected using the school's Wi-Fi. Other principals declined because of Data's high cost. Other principals rejected, claiming that instructors are too preoccupied with protecting the curriculum from the challenges posed by the corona pandemic.

3.4.4. THE RESEARCH ENVIRONMENT

The research was conducted at the D12 Gauteng district schools. The district has plus 137 schools divided into four circuits. The schools selected English as the language of teaching and learning. The schools have most educators with more than 15 years of experience.

3.4.5. POPULATION AND SAMPLE

The researcher recognizes schools and obtains permission from the Gauteng Department of Education (GPEDU), the district, and the individual schools. After being permitted to perform the study. The participants in this study are foundation phase educators from the Gauteng province of Basic Education. In the province of Gauteng, the department of education is divided into 15 districts. D12, Johannesburg's west district, has over 136 schools.

The researcher chose the Johannesburg west district, which has 136 schools. The participants were selected from four schools in the D12 district. The 30 interested educators were chosen and grouped. Individual online interviews with questions completed online were used to collect data. Because this research study was conducted during the Coronavirus pandemic, people were forced to maintain social distance and avoid personal contact as much as possible. This online interview allows participants to participate because it is convenient and inexpensive.

Sample can be defined as separating individuals from bigger groups and sampling selecting individuals that will partake in the data collection process. The participant's sample was drawn from the educators working at the government primary schools. A purposeful sampling technique was used to select the sample. The educators should have been working at least for a year and be permanent educators. The researchers want to collect rich information directly from the participants as primary sources. The researcher selected purposeful sampling because it allows the researcher to rely on the judgment and opinions of the participants. After all, first-hand information is rich and relevant to the study.

The purposeful sampling leads to high-quality data collected. Purposeful sampling is efficiently conducted, and the researcher only selects the relevant participants for the study. Qualitative experiments are typically performed at the test site, according to Creswell (2008). However, the data will be collected via in-depth online interviews because of the country's

pandemic. The researcher has direct communication with the participants via the online interview link.

Selection criteria for educators, district officials, and principals:

Having spent more than a year as a teacher and sharing their thoughts and views.

The participant's educators should be permanent and registered at the SACE (South Africa Council of Educators)

3.5. DATA COLLECTION METHOD

Flick (2018) defines the data collection method as to how the researcher selects the material and resources to collect, analyse, and understand the phenomena. The qualitative study will be conducted online because of the Coronavirus pandemic that the country is currently facing and to abide by the rules and regulations set by the country. The participants are requested to do in-depth online interviews.

The interviews question will be evaluated and evaluated by the research committee of the researcher institution. The interviews questions were prepared to lead the researcher and participants to the aim and objectives of the research. The researcher uses online interview questions. Wendy Kay Olsen, 2012 states that online methods are advantageous because of the speed from the network and the researcher get prompt feedback. Online data collection method advantages are cheap and easy to access data from the online participants.

RESEARCH QUESTIONS

The researcher contacted the principals of the schools and district officials. The principal decided to submit the idea to the educators after the researcher presented it to him. Because of the covid –19 pandemic, the researcher could not present the educators in person. During the educators' online Wednesday session, the D12 District official presented the proposal. Because of the pandemic, the data was gathered by online interview questions that participants could respond to at any time. The research analysis was aided by the questions mentioned in Appendix 1. The same interview question connection was sent to all educators at participating schools.

3.6 VALIDITY IN DATA COLLECTION

The validity, usually referred to as investigative validity, refers to how closely a scientific explanation matches the facts. It relates to the accuracy of observable facts, judgments, and explanations. The interview questions were the same for everyone. Structured interviews are used for the interview questions. The questions are simple to repeat since they comprise a predefined collection of open-ended, easy to quantify, test reliability, and process.

3.6.1 CREDIBILITY

The researcher develops trustworthiness by tying the findings to reality to demonstrate the truth of the research findings. The research issue was clearly defined, the appropriate research method and data collection and analysis were appropriate. Within the same question, the researcher employs triangulation of diverse sources. The researcher asked participants to reply to online interview questions at their discretion and own pace. The study represents the phenomenon that the researcher is striving to verify.

3.6.2 TRANSFERABILITY

The findings of the idea are relevant. The context of the study procedures and participants is explained.

3.6.3 DEPENDABILITY

Transparency in reporting methodology and conclusions, as well as in the research process.

3.6.4 CONFIRMABILITY

The participants' views, ideas, and reflections are reflected in the findings and interpretations.

3.7. ISSUES OF TRUSTWORTHINESS

The researcher ensures validity during the data collection process by not being biased. The researcher should be consistent in the number of samples and seek other ways to explain the research results and ensure participants are familiar with the online data collection methods.

Sampling size

Four principals.

Two district officials.

Four participatory schools

SCHOOL	Sampled educators (PL1)
A	6
B	5

C	9
D	8
Total	28

Responses of the educators to question 1.

Two educators from 1 school did not complete their credentials.

Responses of the educators to question 2.

All participants answered the question for the name of the school.

Responses of the educators to question 3.

Years of experience of each educator.

SCHOOL A

School A	Years of experience (PL1)
Educator 1	Three months
Educator 2	Six years
Educator 3	34 years
Educator 4	34 years
Educator 5	20 years
Educator 6	23 years
Total Six educators	

SCHOOL B

SCHOOL C

SCHOOL B	Years of experience
Educator 1	Six years
Educator 2	Seven years
Educator 3	18 years
Educator 4	23 years
Educator 5	23 years
Total five educators	

SCHOOL C	Years of experience
Educator 1	Three years
Educator 2	18 years
Educator 3	16 years
Educator 4	16 years
Educator 5	16 years
Educator 6	16 years
Educator 7	Nine years
Educator 8	17 years
Educator 9	18 years
Total nine educators	

SCHOOL D

SCHOOL D	Years of experience
Educator 1	One year
Educator 2	Two years
Educator 3	Three years
Educator 4	Six years
Educator 5	Six years
Educator 6	25 years
Educator 7	Unknown
Educator 8	Unknown
Total eight educators	

Data presentation: The responses to the questions are presented below. The questions are contained in Appendix. They were based on the problem statement stated here for ease of reference, which is the effect on the standard of teaching at schools because of the professional development of educators. The research questions restated are:

What is the relationship between the educator's professional development and learner academic performance?

What are the challenges experienced by learners arising from educators' lack of sufficient skills and knowledge?

Does educator professionalism lead to improved learner performance in schools?

Responses of the educators to question 3.

Two educators of School D did not respond to question about the years of experience while other participants completed.

Responses of the educators to question 4. (What motivated me to be a teacher?)

Most educators became educators because it was their passion. The family members who were educators inspired them to become educators. Their primary school years inspired one educator. One enjoys demonstrating to people how to accomplish things and impart knowledge clearly and concisely. Seeing youngsters express themselves is one of my favourite things to do. The pleasure is felt when students succeed and grow and their progress. The ability to reach out to various learners and a love for children. To make a difference in the lives of children. They were assisting students in becoming better learners for the sake of our future and empowering an African child.

Responses of the educators to question 5. (What motivated you to work at your current school?)

In response to question 5, some educators were driven to work at their current schools because of their discipline, motto, and size, while others did so since it was where they applied, were placed, and were offered permanent positions. Others were motivated by their co-worker's cultures, teaching students of various races. Other educators were motivated because their employment was close to their house to walk to school. Some educators thrive on fresh experiences and challenges—the learning environment and are fond of the principal.

Responses of the educators to question 6. (What are your beliefs regarding the quality of teaching and learning?)

Most educators stated that the quality of teaching is the most crucial factor in their ideas about teaching and learning. There is a thought that more can be done to improve the quality of teaching and learning. One respondent stated that all students need an equal opportunity to learn and that all teachers have a responsibility to give credible and high-quality information. Others feel that teaching and helping slow learners such that every student advances to the following grade. Others feel that individuals should develop themselves regularly and stay current with technology. To achieve the best results and have a favourable impact on students, they should strive to work smart rather than hard. Others believe that Learners' future progress is dependent on technology.

Responses of the educators to question 7. (How do policies assist you in delivering quality in learning?)

Yes, policies do help to deliver quality in learning, according to one respondent. When they are unsure, it provides clear guidance. A teacher can always refer to and seek to enhance all elements of learning and teaching and guide and assist students. To be consistent with the results. Suitable for lesson planning and outcomes. They include instruction on teaching and assessing and a code of conduct. To understand what is required of one as a teacher, please give a line of communication. They help with the preparation. Provides a detailed and solid foundation to build and create practical lesson ideas. They assist individuals in keeping their lesson delivery in check and in helping them develop ideas for what to teach.

Responses of the educators to question 8. (Describe the support you receive from the district; how does it influence your ability to work)

One responded that yes, indeed. Workshops are beneficial in assisting us in thinking outside the box and being innovative. There is always new and innovative knowledge, and they offer us adequate information and workshops to equip us and help us improve. The coaching is excellent and supportive, and they send us appropriate material. One can always go back and

double-check their assumptions. It is incredibly developmental and gives teachers and students a clear path to follow. The workshops and cluster meetings are 100 percent positive in that they offer us enough information and workshops to equip us and enable us to progress. The district workshops us on various themes that are also beneficial. During Covid, we receive constant instruction, particularly on zoom platforms.

Response's educators to question 9. (Describe the support you receive from your principal in of the accessing quality on a day-to-day basis)

The responses are that we had a meeting with the principal for grade subjects. He is hands-on and always supports everyone. The principal is excellent and extremely helpful. He was ensuring that all the supplementary manipulatives required for teaching were present. He provides outstanding support, and he encourages and stimulates his team to provide high-quality education using ICT. Support is sufficient. The assistance is fantastic, as are all the different sections. He is always encouraging and motivating his employees to learn more. The assistance is fantastic, as are all the different sections. Our principal meets with us regularly through team building and meetings. There is a great support system in place. Any support or guidance is only a phone call away.

Response's educators to question 9. (What are the barriers to teaching that you are faced with)

Absenteeism does cause pupils to miss classes. They do not have time to catch up because of Covid-19. Most grade one students did not have access to high-quality grade one instruction and were unprepared for school. There are no hurdles such as learners' rotational timetables since they do not attend every day, ill-disciplined learners, or parents who are learners who do not have access to Wi-Fi or technology to assist with "day to day operations at home school." Some pupils struggle to understand and communicate with the teacher due to a language barrier and other students.

Despite many children in the class, one educator claims she is not facing any difficulties now—most children with unique needs. Too much administration for educators, the significant number of children in a class, group work is still a struggle due to Covid 19. Learners do not all understand English fully; learners do not attend every day, no parental engagement. One educator said there is no barrier; it is merely class overcrowding. Because of the covid lockout, the children are falling behind. Perception abilities are not fully developed for learners who understand what is said in class (language barrier). The number of learners in need of support, now that our school has too much administration.

Response's educators to question 10. (What can be done to curb/ limit them?)

Must create time for catch-up. Cure for covid 19. all learners should have access to grade R and must be school ready before enrolment into grade 1. better access to technology for our informal settlement learners. When communicating with the learners, slower and more precise speech can help with examples of the learner's expectations, less administration to the educators, and more classroom-based.

The department should hire permanent assistant teachers at school, Time, and patience from the educators to the learners. Adaptability and covid 19 cure. Daily attendance after cure/vaccine to corona the issues are no longer because we teach 16 learners to be vaccinated, so they attend daily. Refer struggling learners to special schools. Good reading programs. More communication with the parents on a one-on-one basis. Immunization of all South Africans and more remedial work done in lower grades.

Responses by the principal three principals.

Describe the working experience as a principal.

Challenging and consistently accounting, always working hard and under pressure. Pressure. Challenging, developmental, and educational. My experience as a principal is to make sure that I lead and manage the school to improve the conditions of our learners. Another one is to develop my colleague to share the same mission and vision that we came up with.

What are your beliefs concerning quality in teaching and learning?

The type of education provided is developing self-reliance.

It is not at the level we want, but Educators are working hard to improve it.

My belief regarding the concept is that teachers are trying so much hard regardless of the conditions they find themselves in, simply referring to resources and other contextual factors. Learners in a classroom are overpopulated, challenging to do one-on-one sessions and focus on those battling. We must ensure that learners in our institutions learn and use what we teach to better their situations.

How do the DBE Policies assist you in managing the district?

They provide relevant information that assists teaching and learning.

It set out guidelines, allowing me to be versatile in implementing them. Policies do help to a certain degree. However, address other factors that we face as various institutions. They assist us by providing clear guidelines for imparting knowledge.

Describe the progress made during your Era.

We are developing colleagues who become good educators, managers, and leaders.

Discipline has increased, and there is improved commitment.

The system was only focusing on one aspect, never addressed the importance and engagement of learners. At least with the current system, it is a two-way system, where both teachers and learners interact. We have moved to make technology part and parcel of teaching and learning.

How does the district's support help you run the school smoothly?

Mistakes are minimized. It helps me by assisting with improving my management skills and leadership skills. It assists the school so that whenever developments and challenges are

shared, subject meetings are conducted by District officials and any other matter that the school might experience. They are supporting us.

What are the challenges you come across when working in the district?

Instant preparations and submissions without being given enough chance to prepare. Lack of proper planning. Hostile submission. I am giving SGB too much power.

They might take time to respond to challenges that one would be experiencing, but they address the matter. That is because they support many schools, thus sometimes support is not provided timeously.

What can be completed to curb such challenges?

Information to be disseminated on time by availing of submission plans on time. I plan or inform us of meetings on time—quick responses and not passing the problem to the next person. Create an environment where schools close to each other can be resource institutions. They should be able to work together in teaching and learning.

Responses by the district official

Responses to question 1. (Describe your working experience at your district as a manager.)

There are many challenges, and one learns many things, unlike the school level.

Significant experience in monitoring and supporting schools.

Responses to question 2. (What motivated you to work there?)

Growth - I wanted to grow in terms of knowledge and skills.

An opportunity to learn from different institutions.

Responses to question 3. (What are your beliefs regarding quality in teaching and learning?)

I think teaching has to do with passion. One needs to be passionate about delivering quality, not quantity. Learners must be willing to learn. It must be reciprocal.

Good planning and management

Responses to question 4. (How does the district's support help you run the school smoothly?)

The district organises workshops, and we are trained. It knows the school operations and understanding policies.

Responses to question 5. (How does the DBE Learning Policies assist you in managing the school?)

Policies are there to be implemented. They assist me in driving the curriculum and managing the schools well. We are guided by policies at the end of the day.

They outline all aspects of both governance and management.

Responses to question 6. (Describe the progress made during your managing Time.)

Even though it is sometimes tricky when teachers do not want to comply, there is much progress.

Upskilling and development of educators have improved learner performance.

Responses to question 7. (What challenges do you come across when managing the district?)

Time management is a considerable concern and lack of communication from our seniors. One ends up doing the opposite of what is expected.

Non-compliance from some schools.

Responses to question 8. (What can be done to control such challenges?)

Good communication and transparency.

3.8 ETHICAL CONSIDERATIONS

The researcher requested permission to research by visiting the district, GDE, and the selected schools. Online data collection methods use informed consent and confidentiality. The participants are told how their privacy and personal information will be protected using online methods. They were also told that there was no risk or harm in participating in the research. They were also told their anonymity would be ensured because their identities would not be revealed. According to McMillan and Schumacher (2010: 15), Ethics is concerned with safeguarding the rights and welfare of study participants.

Limitations

The researcher chose to use purposeful sampling. Educators were chosen to participate in education professional development research in this qualitative study. The researcher had already decided to study in two schools in the same district. Due to educators' refusal to engage in the study, it was decided to limit the study to four schools with 30 educators, resulting in a sample of four schools and 28 educators. The research study proposal called for three principals and two district officials. With the busy schedule of principals and district officials, they manage to partake in the research study.

The researcher eliminated the credential component because the other principals did not want to submit their names and surnames, but the participants were still hesitant to participate. Finally, the researcher was able to enlist the help of schools. The number of participants was re-evaluated. Other constraints included a non-participating sample, failure to answer all questions, a time constraint for obtaining data, a lack of time to complete

the link, and a change in data collection procedures due to the Corona Virus. Other participants were not familiar with technology, so they struggled to complete the link.

3.9. CONCLUSIONS

The data was gathered in this chapter. The research was carried out in Gauteng's primary schools. The research technique was discussed in Chapter, including the sample, population selection, trustworthiness determination, ethical considerations, and the study's theoretical framework. The implications of two contrasting learning theories, developmental and transformational theories, were examined for teaching and learning. The data analysis, interpretation, and findings are discussed in the following chapter.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous detailed research design and methodology concerning research sites, gaining access into the research sites, and research environment was discussed, including the population, sampling, and data collection method. The trustworthiness of the data, specifically concerning validity in data collection, credibility, transferability, dependability, confirmability, and ethical considerations, were also dealt with. This chapter presents an analysis of data obtained from the online interviews. The researcher read all the data collected, categorized, and topically connected to the same response in the online interview questions. The data was studied using an inductive analysis approach, which will be discussed according to the themes. The inductive analysis approach involves the formulation of explanations and seeking patterns from observation. The themes are Passionate about teaching, The love of children, Family members, School environment, Availability of teaching positions, Teachers as lifelong learners, Love of teaching, Teaching strategies, Provides guidance, Developmental support, Developmental support, Language barrier, Learner discipline, Rotational attendance schedule, Under pressure, Developmental, Planning and Time.

4.2. ANALYSIS OF DATA

Flick (2014) defines qualitative data analysis as the classification and interpretation of linguistic material to make claims about the material's implicit and explicit dimensions and systems of meaning-making, as well as what it represents. Savenye and Robinson (2004) defined data analysis as the systematic application of statistical and techniques to describe and show, condense, and recap, and assess data. (Data analysis- Wikipedia,2021) defines data analysis as the act of analysing, cleansing, manipulating, and modelling data to uncover usable information, informing conclusions, and assisting decision-making.

4.2.1 Educators' perceptions on the impact of their professionalism on learners' academic performance in Gauteng Province.

The researcher collected the respondents' years of teaching experience in the first part of the online interview schedule for educators. The respondents' years of teaching experience are descriptive, with precise frequencies and percentages.

Table 4.1 Respondents' years of teaching experience

Teaching years	Frequencies	Percentages
1 – 10 years	6	24
11 – 20 years	13	52
21 – 30 years	5	20
31 and more years	1	4
Total	25	100

The data presented in Table 4.1 indicates that the majority of the respondents' (76%)

The participants in the study have a combined teaching experience of more than 20 years. This is significant in this study because it indicates that most educators are becoming more professional, thus impacting students' academic performance. This is in line with Rushton and Sute (2012), who claim that pondering, reflecting, and meditating on experiences can aid in the development and improvement of teaching and learning. Rice (2010) also points out that teacher experience is critical in personnel policies affecting current employees in the education field. The impact of experience is most significant during the first few years of teaching; after that, marginal returns decline.

The focus of the second part of the online educator interview schedule was to gather educators' perceptions of the impact of their professionalism on learner academic performance in Gauteng Province. The information gathered from the respondents via the online interview schedule was analysed, coded, categorized, and organized into themes. To avoid misrepresenting the respondents' responses, the data will be presented "verbatim" in italics.

Question 1: What motivated you to be a teacher?

From the online interviews regarding this question, three themes emerged. These themes are a passion for teaching, the love for children and family members.

Theme 1: Passion for teaching

Most of the respondents mentioned that they decided to take teaching as their career since they are passionate about it. Respondents provided numerous reasons for what motivated them to become teachers. One of the respondents did say, "... the satisfaction of making a difference in the lives of children ... imparting knowledge clearly and concisely". Another respondent said, "... the way I could be able to teach my peers with understanding in high school". In supporting the other respondents, this respondent mentions, "Passion for reaching out to that learner who is ignored most times in the classroom ... rewarding feeling ...". Serin (2017) also supports the respondents' responses that a definite purpose can improve passionate student achievement. As an educator, being passionate about teaching could contribute to upholding professionalism, which in the long run contributes to learner academic performance. Educators passionate about their work can make a significant difference in student progress. Passion may positively affect learning and teaching by fostering enthusiasm, activity, and motivation.

Theme 1 Interpretation passion for teaching.

According to the report, most educators became educators because they were passionate about it. The researcher agreed that it could surpass greatness when something is done from the heart. Their enthusiasm motivates educators to give their all when educating. Many teachers find that their enthusiasm for children draws them to teaching or that their passion for learning drives them to teach.

Theme 2: The love for children

In their responses, most respondents mentioned that they decided to take teaching as their career since they love children. Loving a child you teach could uphold professionalism, which contributes to learner academic performance in the long run. Respondents provided numerous reasons on how the love of children has motivated them to be teachers. One of the respondents did say, "I love to show others how to do things ... I love art and seeing children expressing themselves through art and music. The same respondent further said that "I also love using my computer skills at work and learning more every day and being able to have access to our interactive smart tv in the classroom...". Another respondent added that, "... she became an educator because she wanted to be engaged with kids and inspire children by making a difference in the lives". In supporting the other respondents, this respondent has this to mention, "My love from children made me become an educator. " Fried (2001) is of the view that a passionate teacher is captivated with the subject of knowledge, is fascinated by the concepts that are changing the world and is keenly interested in the potentials and dilemmas of the students who come to class every day.

Theme 2: Interpretation of the love of children.

The findings that four of the respondents became teachers because they loved children. The responses suggest that loving children can motivate people to become educators; even though there may be different reasons impacting or resulting in people becoming educators, the quality of teaching results from those who love children.

Theme 3: Family members

While teachers' influence on students' desire to become educators is moderated by various other factors such as prior learning and family circumstances, one respondent stated that “My granny...The other respondent said, “My aunt, who was a teacher... The other respondent said, “Was allowed to study education...other factors motivated educators was “the ability to be flexible and reach different learners...empowering an African child... “to be engaged with kids and inspire children and make a difference. The researcher agrees with Venable (n.d) that racial and ethnic heritage and the culture of an individual's regional area, local community, and extended family can all impact professional choices.

Theme 3 Interpretation Family members

The responses indicate that family members can impact people's professional choices. In this study, 6 out of 27 educators were motivated by their family members to become educators.

Question 2: What motivated you to work at the current school?

From the online interviews regarding this question, two themes did emerge. These themes are the school environment and the availability of the teaching position

Theme 1: The school environment.

In their responses, most of the respondents mentioned that they decided to work at their current schools since they were placed and where they got a job. As an educator working or settling at a school, uphold professionalism, which contributes to educator performance. Respondents provided numerous reasons for what motivated them to work at current schools. One of the respondents did say, "...the size of the school and culture of good colleagues... neat professional and good SGB". Another respondent mentioned, "... the school environment and its staff a very close joined.

". One of the respondents did say "...I wanted a change of environment...". The learning environment influences the school and classroom space on education. The school environment places a significant role in teaching and learning. Ulrike (2015) states that the classroom space, architecture, school design and culture, school space, and school learning activities play a significant role in successful teaching and learning.

Interpretation of Theme 1: The school environment.

The school's size and culture of friendly co-workers. For the educators to work at a specific school, the educators appreciated the school environment. Some educators have chosen to work in this area because they were placed and given. Education is an excellent field, and the school has a solid SGB.

Theme 2: The availability of the teaching position

In their responses, most of the respondents mentioned that they decided to work at their current schools since it is the place where they got jobs. Respondents provided numerous reasons for what motivated them to work at current schools. One of the respondents did say, "...I work at the current school because it is where I was placed."

Others responded thus, "She works at a school because it is close to her home, and my children went to this school." Another respondent mentioned, "The school is close to my home... to teach learners from other races.... the school motto...I got a permanent job 28 years ago... ". In supporting the other respondents, this respondent mentions, "... the school is very developmental". Educators choose to work at various schools for a variety of reasons. The school is well known for the high quality of its education and the excellent behaviour of its students and teachers. One would want to join such a dedicated team and contribute personal talents and expertise to enhance this institution's high-quality education further. South African Council for Educators (2010) states a severe scarcity of trained instructors in rural schools in South Africa compared to urban ones.

Interpretation of Theme 2: The availability of the teaching position

Other educators were inspired to work at their present school because it was where they could find open jobs, some because they were placed after completing their studies, and others because it was close to their homes. Some educators were motivated to work at the current school because they got available jobs, somewhere they were placed after completing their studies, while others the school is close to their homes.

Question 3: What are your beliefs regarding the quality of teaching and learning?

From the online interviews regarding this question, three themes did emerge. These themes are teachers as lifelong learners, love of teaching, and teaching strategies.

Theme 1: Teachers as lifelong learners

Longworth (2003) argues that learning in new ways adapted to individual learning style requirements is continually acquiring new skills, knowledge, and understanding. One of the respondents did say, "...One should try improving daily and keep up with the current technology. You should aim to work smart and not hard to get the best result and positively

impact learners... Learn till you master it...". The researcher agrees with Jarvis (2012) that Individual and institutionalized learning are combined in lifelong learning. Lifelong learning encompasses socially institutionalized learning within the educational system, learning outside of it, and individual learning that is publicly recognized and validated throughout one's lifetime.

Interpretation of Theme 1 Teachers as lifelong learners

According to the study, educators' ideas about the quality of teaching and learning are drawn from educators' lifelong learning, love of teaching, and knowledge of teaching strategies. The researcher agrees that educators should be lifelong learners who make learning a habit to adapt to changes and student activities and tackle educational problems as they arise.

Theme 2: Love of teaching.

Basic skills can be taught without love, but love is required to make a difference in a student's life. Teaching, according to Love, is an art in which we experiment with new ways of connecting to the subject matter, and learners' patience and understanding, both of which are essential in teaching, are brought about by love. Teachers can recognize kids as trying and even suffering out of love. The respondents' responses are as follows." That I must treat the children in my class like they were mine. I want to give them the best of everything, including the best education, love, and attention. To teach with passion and to improve the learners...". (Lakin,2007) states that teaching as an Act of Love motivates teachers by reminding them of why they became teachers in the first place.

Interpretation of Theme 2 Love of teaching

Three of twenty-seven of the respondents became educators because of their passion for teaching. They said that educators should treat students as if they were their own and teach with the passion for helping students improve.

Theme 3: Teaching strategies

Svinicki and Mckeachie (2014) explain how effective teaching tactics and good teaching practices can be used in various classroom settings, and educators must be conscious of their students' specific requirements. The respondents' responses include, "All the learners are different and should be taught at their own pace... Reading is the most important component of teaching and learning. It must be taught before writing. Here is more that can be done. Quality equals results. All learners need equal opportunity to learn, and all teachers have a responsibility to provide creditable and quality knowledge...". Effective teaching necessitates more than just skill growth. To adapt to the educational demands of a class at a specific time, the teacher must first comprehend the underlying principle of learning and teaching, allowing each teacher to establish their ways (Svinicki & Mckeachie, 2014). Other responses included "To do well...collaboration...that all stakeholders should be involved in promoting quality in teaching and learning...." Respondents provided numerous reasons on beliefs regarding the quality of teaching and learning. The teachers' beliefs provide a context within which they develop their teaching project and produce results that may or may not be favourable. Therefore, beliefs matter so much in the classroom because they weigh in more than formally acquired knowledge. Teachers establish views about their pupils in their heads from the start, including how they should teach, evaluate, and what their position in the classroom should be, among other things, and these beliefs have a significant impact on how they behave in class (Solis, 2015).

Interpretation of Theme 3 Teaching strategies

According to the study, educators' ideas about the quality of teaching and learning are drawn from educators' lifelong learning, love of teaching, and knowledge of teaching strategies. The researcher agrees that educators should be lifelong learners who make learning a habit to adapt to changes and student activities and tackle educational problems as they arise. Educators enjoy teaching and teaching tactics well selected for today's students and applied with a high degree of expertise and efficiency to create high-quality teaching and learning.

Question 4: How do policies assist you in delivering quality in learning?

From the online interviews regarding this question, one theme did emerge. This theme is provided guidance.

Theme: Provision of guidance.

Education policy includes policies in the educational domain and the collection of laws and rules that control educational systems' operation. In their responses, most respondents mentioned that the policies guide them to deliver their duties well. As an educator, using the policy uphold professionalism that, in the end, contribute to educator performance. Respondents provided numerous reasons on how policies assist them in delivering quality learning. One of the respondents said, "The policy helps to check if I am not skipping anything...Planning, preparing good lessons". Another respondent added that "... Clear guidelines when unsure... reference to improve all aspect of teaching and learning...help know what is expected as an educator...to be in line with outcomes". In supporting the other respondents, this respondent added by saying, "It guides us and provides the way forward so that we may reach our teaching goals... they are revised often and provide info and support...". At root, what makes assessment educational is assessment information for supporting improvements in learning by teachers and their students (David, 2010). The educational policies set guidelines designed to assist schools in teaching children more effectively, reasonably, and safely. These principles govern how children are educated, what they are educated about, and how schools manage students and staff. Policies give an organization direction, consistency, responsibility, efficiency, and clarity in its functions; this provides cooperative members with guidelines and principles to follow.

Interpretation of Theme 1: Provide guidance.

According to the findings, educational policies give educators direction. It was discovered that teachers could teach students reasonably and efficiently following the basic norms and standards. Minimum Norms and standards define the infrastructure that distinguishes a

school from others. They specify the minimum infrastructure requirements that any school must meet to run correctly.

Question 5: How does the support you receive from the district office influence your ability to work?

From the online interviews regarding this question, two themes did emerge. These themes provide developmental support, content training, and material support.

Theme 1: Provide developmental support

The Department of Education support providers will use local educational institutions and community resources. The Department of Education's White Paper 6 Special Needs Education, Creating an Inclusive Education and Training System, published in 2001, pledges to develop district-based support teams as a critical component of strengthening the country's overall education support services. The district-based support team guidelines refer to district-level integrated professional support services.

Interpretation of Theme 1.

The respondents stated that the district provides developmental assistance and material assistance.

Theme 2: Content training and material support.

The schools' educators are led and guided by their district officials. Most respondents mentioned that they received support from the district representatives in their responses. The respondents said, "...The support is good. The support is positive. The support helps one stay focused. The support is never sufficient. The district is always available to assist. It gives me the confidence to do my work and teach the learners to be the best of my abilities as there is always clarity, and I am not in the dark. We are provided with enough info and workshop

to equip us and teach us to improve. Ongoing training especially zoom platforms, during Covid. Very interactive and refreshing. They always send relevant materials to check if my basics are correct developmental and provide a direction for teaching and learning. One respondent mentioned that "she was asked to lead math at Sci-Bono for teacher development, which assisted." One responded, "The JW district helps in terms of meetings and workshops. One can call any day with a question, and they can help and assist." Nel et al. (2016) state that it is commonly agreed that initial teacher education programs should be redesigned to equip teachers better to teach in inclusive environments. It has been discovered that instructing pre-service teachers on specific cooperation behaviour benefits them.

Interpretation of Theme 2 Content training and material support.

The district support team oversees the educators. They stated that the support is helpful, cheerful, and helps them maintain their concentration. When it comes to coping with educational challenges, the assistance provided offers them confidence and clarity. The assistance is developmental.

Question 6: What support do you receive from your principal in accessing quality on a day-to-day basis?

From the online interviews regarding this question, two themes did emerge. These themes are supported and provide professional assistance.

Theme 1: Support

Most of the respondents mentioned they receive sufficient support from their principal, which leads to educators' positive attitude when teaching. Respondents provided numerous reasons for the support they received from the principal. Ramparsad (2001) states that principals are responsible for initiating and leading the curriculum change process in their schools. They are responsible for monitoring, managing, and evaluating policy

implementation in their schools. While principals are frequently considered responsible for the efficient operation of daily operations, their most significant position is that of instructional leader. The principal is the school's leader and sets the tone for the entire institution. One of the respondents did say, "is good... He is hands-on and supports me in everything, and the support is excellent and outstanding. He supports and motivates his staff to study further all the time. Very supportive and motivates his staff to deliver quality education using ICT." Principals, who are considered leaders in the curriculum change process, are now in charge of initiating, managing, and supporting curriculum reform (Ramparsad,2001).

Interpretation on Theme 1 Support

According to the respondents, their principal provides them with all the resources they require to conduct teaching and learning effectively. In addition to being helpful, principals encourage their teachers to provide high-quality instruction.

Theme 2: Providing professional assistance

All learning opportunities that enable teachers to adapt to changes in the educational system and improve their performance are included in teacher professional development (Smith & Gillespie, 2007). One of the respondents mentioned, "The principal has an open-policy door ...". Another responded added, "He provides professional leadership...He meets with us through team buildings ...". Taylor and Francis (2006) states that school principals have a significant impact on teacher professional development. It is critical to establish unique and highly effective approaches for principals to maximize their impact on teacher professional development. They are typically overburdened with administrative chores in their daily work. Principals influence teacher learning in schools and as instructional leaders and learner. The creation of a learning environment, direct involvement in the design, delivery, and content of professional development, and the assessment of teacher learning.

Interpretations Theme 2 Providing professional assistance

Principals offer professional leadership to educators and maintain an open-door policy for all teachers.

Question 7: What are the barriers to teaching that you are faced with?

From the online interviews regarding this question, four themes did emerge. These themes are the language barrier, learner discipline, and Covid-19, rotational attendance schedule.

Theme 1: Language barrier

Students who learn a second language often struggle to express themselves if they do not fully understand it. Learning a new language and being exposed to various languages can significantly impact students' academic performance. The responses on the language barrier were as follows” ...Learners do not fully understand English...Some learners battle to understand and communicate with the teacher and other learners. Learners struggled to grasp what I delivered during lessons, many needed supports. Learners with cognitive needs”. Parents feel that simply using English as the language of teaching and learning will result in the child acquiring better education, but that is not true. As a result, language becomes a unifying force rather than a source of division. (Owen-Smith, n.d.) states that In South African classrooms, most students suffer a language barrier. Any youngster who cannot communicate in the language with which he or she is most familiar (typically the home language) is at a disadvantage and is unlikely to perform to his or her full potential.

Interpretation of Theme 1: Language barrier

Respondents stated that students do not fully understand English and do not understand while speaking with teachers and other students. They fail to grasp what is taught in class.

Theme 2: Learner discipline and Covid 19

The respondents stated that “learners are very behind because of Covid 19 lockdown...ill-disciplined learners and parents who do not want to be involved in their children education...”. Discipline at school refers to the steps taken by a teacher toward a student when the student's behaviour interrupts a class or violates a school rule. Learner disobedience can substantially hinder the teaching and learning process, and education cannot be successful if disruptive behaviour prevails (Rossouw,2003).

Interpretation of Theme 2: Learner discipline and Covid 19

According to the responses, the learners are behind in teaching and learning because of the Covid 19 lockdown. They also said that some students are disobedient, and their parents are uninvolved in their education.

Theme 3: Rotational attendance schedule

The term rotating attendance refers to students who attend school on alternate weeks because of Covid-19. This technique will necessitate careful planning by teachers to balance classroom teaching time and generate acceptable homework activities while students are absent for a week. One respondent mentioned that group work is still a challenge; platooning time constraints; most learners did not receive quality teaching in grade R”. Another respondent mentioned that “rotational attendance a challenge; overcrowding in class and now learners do not have access to technology to assist with homework’s”. In supporting the other respondents, this respondent said: “she did not experience any challenges”. The respondents’ responses are also supported by Shephard and Mohohlwane (2021), who state that Covid 19 has caused a yearlong interruption, putting children in danger of dropping out of school, falling behind, and losing learning, as well as food insecurity and emotional health degradation.

Interpretation of Theme 3: Rotational attendance schedule

According to the respondents, the other difficulty comes from learners who did not receive practical instruction in the previous grade due to rotational attendance. Because of the Coronavirus, learners are unable to work in groups. While one respondent indicated she had no problems, another said the problem arose from students' lack of access to technology to help them with assignments during the lockdown.

Question 8: What can be done to limit the barriers experienced?

Ladbrook (2009) states that educational challenges at all levels impact children's education and the future of young adults who must enter a rapidly changing global economy as equal members of society. South Africa has its own set of challenges for educators. The suggested solutions differ as the problem experienced and from the respondents; they each had a different response. The response states that “the cure and vaccine for Covid 19 and daily attendance; Good reading programs; referring learners to special schools and remedial to lower grades; department to hire permanent assistance teachers...communicating with parents on one-on-one basics; all learners should have access to grade R and should be school ready before enrolling for grade 1.” Educational psychologists continue to give valuable behavioural counselling in a variety of situations that emerge in schools, their service shifted from individual diagnostics to providing tailored ways to help students change Ladbrook (2009).

Interpretation

According to the findings, difficulties can be addressed in a problem-by-problem manner. When all students and educators are vaccinated, the educator believes that students will attend school every day and that there will be no need for rotational scheduling. Parents should be involved in their children's homework to make the educators' jobs more accessible in the classroom.

4.2.2 District officials' perceptions on the impact of educator's professionalism on learner academic performance in Gauteng Province

Question 1. Describe the working experience as a district manager.

The district officials are employees tasked with overseeing educators' school-related work to ensure professionalism and enhance learners' academic performance. Since they are office-based officials, this could bring many challenges regarding their daily working experiences due to their environment.

The respondents had different working experiences about experiences as district managers. The first responded said, "There are lots of challenges, and one learns a whole lot of things unlike at school level..." The second responded said that "Great experience in monitoring and supporting schools." The last response said, "Working at the district developed me in being always a team member."

Interpretation

District officials and district managers do not have the same experiences. Each official had a different story to tell.

Question 2. What motivated you to work there?

One theme did emerge from the question of what motivated you to work in this specific district. The theme that emerged from the respondents was "growth." The researcher agrees with Edmondson (2018) on that growing recognition that psychological safety matters in every situation where people are attempting to do something new or challenging.

Personal development allows a person to get better results and achieve their objectives. In that regard, the first respondent said, "I wanted to grow in terms of knowledge and skills...." The second responded shared the same sentiments as the previous responded and had this to say, "An opportunity to learn from different institutions...." The last respondent said, "I had

always wanted to share my skills, experience, and expertise beyond the school environment...”

Interpretation

According to the findings, district officials were motivated to become district officials because they wanted to advance their careers. They desired to expand their knowledge and abilities. Officials from the district agreed that they needed to grow and develop personally.

Question 3 What are your beliefs with regards to quality teaching and learning?

Two themes emerged from the beliefs regarding quality teaching and learning: passion and willingness.

Theme 1. Passion

OECD (2009). Understanding and enhancing educational processes requires understanding teachers' ideas, behaviours, and attitudes. They create students' learning environments and influence student motivation and achievement. They are directly tied to teachers' coping with obstacles in their everyday professional lives and general well-being. The respondents' responses were, “I think teaching has to do with a passion... One needs to be passionate to deliver quality, not quantity”. Educators with a passion for teaching are energetic and dedicated in the classroom, and they share this enthusiasm with their colleagues. A dedicated teacher believes that she or he is guiding others by teaching.

Theme 2. Willingness

A dedicated teacher enjoys working, is eager to help learners, and believes that education is a source of hope. The idea of what the teacher can do with little things is supported by his or her commitment, boldness, and inventiveness. In this regard, the first respondent said, “Learners must be willing to learn...It must be reciprocal.’ The second respondent supported

and said, "Quality teaching and learning emanates from one's readiness to put extra effort in the classroom."

For a dedicated educator, teaching with enthusiasm is a way of life. The teacher's personality and his role are inextricably linked. Students need somebody to believe in them; thus, the passionate educator is particularly thoughtful. The third respondent said, "Good planning and management." Passionate teachers are not the only ones who only content themselves by planning the next lesson Celik (2017).

Interpretation

According to the report, district officials believe that teaching and learning stem from their enthusiasm and motivation to teach.

Question 4 How does the district's support help principals manage their schools smoothly?

The support that the district offers to principals differs since schools are unique. The respondent said that "The district organizes workshops, and they are trained...The second respondent said, "Knowing the school operations and understanding policies..." The third respondent said, "district support to schools is needs-based for efficiency in school functionality." School districts play an essential role in the success of school administrators by cultivating a collaborative culture.

Interpretation

The analysis demonstrates that the district's support varies since each school is different and unique. Because the difficulties and experiences of each school are unique, the support provided will vary. The school district assists principals in school management.

Question 5: How does the DBE Learning Policies assist you in managing the school?

From the question of how DBE assists in managing the school, one theme did emerge.

Theme 1: Guidance.

It is the responsibility of the Department of Basic Education to provide guidance overseas to all schools from Grade R to Grade 12, as well as adult literacy programs (Department of Basic Education, 2021). According to the Department of Basic Education (2021), its mission is to create, maintain and promote a 21st-century South African school education system.

In this regard, the first respondent said, "Policies are there to be implemented... The school environment." The second responded echoed the same sentiments and said, "We are guided by policies at the end of the day...They outline all aspects of both governance and management." The last respondent added, "Policies give clear direction for schools to be centres of community life." The DBE aims to create a learning organization in which staff members seek and share knowledge and information while committing themselves to personal growth Department of Basic Education (2021).

Interpretation

According to the findings, the DBE learning policies assist or support the principal in efficiently managing the school by providing guidance. The principals obtain knowledge from the DBE policies by committing to personal progress.

Question 6 Describe the progress made during your managing Time.

This question did not have a theme. The three respondents had different views on the question. The respondents first said the progress made was "There is much progress even though sometimes it is difficult for teachers who do not want to comply.... The second said that Upskilling and development of educators have improved learner performance." The third respondent said, "We are a well-performing district that is position 2 in the country and has provided tertiary institutions with best learners."

Interpretation

As they differed, the principals had various sentiments on their development throughout their period.

Question 7: What challenges do you come across when managing the district?

Every workplace has its own set of issues. Despite one's best efforts, there will always be factors that cause conflict in work. The respondents had different challenges. The first respondent said, "Time management is a huge concern and lack of communication from our seniors..." The second respondent stated, "One ends up doing the opposite of what is expected and non-compliance from some schools..." The third respondent stated that "Resistance to being change agents in the education sector by various stakeholders." Challenges at work are a part of professional life. Individuals must be prepared to deal with a variety of issues. Mulford (2003) points out that individuals and teams in learning institutions become reflective practitioners, reflecting on their situations, and addressing problems or challenges as they emerge.

Interpretation

According to the study, each workplace has its own set of issues, and there will be factors that contribute to challenges. Time management and lack of communication were significant concerns, resulting in poor management communication. According to the findings, every individual should be prepared to cope with a wide range of situations as they emerge.

Question 8: What can be done to control such challenges?

The responses from the respondents are different. The first respondent said that the solution would be "Good communication and transparency." The second respondent stated that "Implementation of consequence management to non-compliance school." The third respondent said, "Perseverance and ensure that you always drive your point's home." Solving challenges start with identifying the cause of the problem. The solution differs from the challenges. (Mulford, 2003) states that individuals in learning organizations become reflective

practitioners, and they can examine their situations and address problems or challenges as they arise. The more sophisticated and impersonal the school, the fewer possibilities an individual must create individual relationships or solve problems.

Interpretation

As the problems varied, the district officials had diverse sentiments about solving them.

4.2.3 Principals' perceptions on the impact of educator's professionalism on learner academic performance in Gauteng Province.

Question 1: Describe your working experience.

From the online interviews regarding this question, two themes did emerge. These themes are under pressure and development.

Theme 1: Under pressure

The second respondent said that "... challenging ...". Issues in education, such as teacher workload, stress, administration, discipline, frustration arising from balancing personal and professional experiences, attendance, and all other reasons, reveal an often-bleak picture in which individuals are frequently stretched to their breaking point as they attempt to make a difference.' according to Galton and MacBeath (2008) around the world, teachers' lives are more stressful, and the balance between their personal and professional life is frequently undesirable to their families and close friends. Two respondents in their responses mentioned that their working experience is challenging, and they work under pressure. One respondent said that "Challenging, consistently accounting, working hard and under pressure.

Theme 2: Development.

School principals exercise significant influence on teacher professional development. Bredeson (2000) argues that teacher professional development is key to educational reform;

therefore, asserting that teacher professional development is critical to school improvement focusing on improved student learning outcomes, seems clichéd.

The first respondent said, “developmental and educational...”. The second respondent said, ‘My experience as a principal is to make sure that I lead and manage the school to improve the conditions of our learners...The third respondent said, “Another one is to develop my colleague to share the same mission and vision that we came up with...” Bredeson (2000) mention that the principal has a unique opportunity to impact the application of these guiding principles and the overall quality of teacher professional development within the school. One of the most critical responsibilities of school principals is to build and maintain pleasant and healthy teaching and learning environments for all students and staff.

Interpretations

Working under pressure and development impacted the study's principals' work experiences. They described the encounter as brutal and said they had prior experience working under duress. According to the findings, the principals have had various experiences related to educational difficulties that affect people at work. Working experiences for principals are developmental for them to carry out their duties as principals effectively.

Question 2: What are your beliefs regarding the quality of teaching and learning?

Longworth (2003) is about constantly gaining new knowledge, skills, and understanding and learning in various fresh ways tailored to your specific requirements, situations, and chosen learning styles. One of the respondents did say, “...

The type of education provided is developing self-reliance. It is not at the level we want, but Educators are working hard to improve it.” The sentiments of the previous respondent are the same as this respondent who added that “My believe regarding the concept is teachers are trying so much hard regardless of the conditions they find themselves in, simply referring to resources and other contextual factors.” In the same understanding, the last respondent mentioned that “Learners in a classroom are overpopulated, difficult to do one on one session and focus on those that are battling...That we must make sure that learners in our institution's

learner and can make use of what we teach to better their situations.” The respondent's responses are also supported by the views of Jarvis (2012) that individual and institutionalized learning are combined in lifelong learning.

Interpretations

The principals' views on teaching quality vary, yet they all lead to high-quality learning. While each principle has its own opinions on what constitutes good teaching, all principals think that one should be a lifelong learner who constantly strives to improve.

Question 3: How do DBE policies assist you in managing the school?

Department of Education (2001) states that the DBE policies support the district teams get a wide variety of educational support services, such as curriculum creation and assessment. The principal says that the DBE policies provide relevant information that assists teaching and learning.

The respondents said, “It set out guidelines and allows me to be versatile in implementing them... Policies do help to a certain degree; however, they take a certain degree that addresses other factors that we face as various institutions. They assist us by providing clear guidelines for imparting knowledge.”.

These policies assess, diagnose their efficacy, and provide recommendations for changes. They improve schools' capacity, address severe learning difficulties, and accommodate various learning needs by supporting teaching, learning, and management.

Interpretations

The findings show that principals believe DBE policies help them manage their schools in various ways. The necessary information for teaching and learning and guidance and methods for addressing school-related issues.

Question 4: Describe the progress made during your time.

The progress experience made differs per individual; therefore, there is no correlation. The first respondent said, "Developing colleagues who become good educators, managers, and leaders." The second respondent said, "The system was only focusing on one aspect, never addressed the importance and engagement of learners, at least with the current system, it is a two-way system." The third respondent said, "... where there is an interaction of both teachers and learners. The researcher agrees with Bredeson (2000) that the school principals, without a doubt, have a significant impact on teacher professional development. They are typically overburdened with administrative chores in their daily work. We feel it is critical to establish unique and highly effective approaches for principals to maximize their impact on teacher professional development.

Interpretations

Individual growth throughout principal's time varies.

Question 5: How does the support from the district help you manage the school smoothly?

Instead of saying this, maybe provide an opening statement as a researcher or refer us to literature. The first respondent stated that "mistakes are minimized." The second respondent added that "it helps me by improving my management and leadership skills...". In agreeing with the other respondents, the last respondent indicated that "It assists the school in a such a way that whenever there are developments and challenges to be shared, subject meetings are then conducted by District official ... and any other matter that the school might experience...."

Interpretations

According to the findings, the district's support for principals in managing schools varies depending on the school's experiences and issues.

Question 6: What challenges do you come across when working at the district?

From the question, challenges came across when managing the district. Two themes theme did emerge, which is planning and time management

Theme 1: Planning

A work plan describes an employee's activities for a year, defines specific targets, and outlines the outputs that must be met (ELRC Collective Agreement Number 2 of 2020 – page 21).

The respondents were as follows “The first responded, “Instant preparations and submissions without being given enough chance to prepare” The second respondent added that “Lack of proper planning... Hostile submission. Staff members benefit from planning because it gives them a sense of purpose and direction, describes the jobs they will be doing and explains how their actions link to the school's broader goals. Theme 2: Time

The researcher agrees with Mavuso (2013) that district authorities or subject advisors should visit schools regularly. They should go to the courses and observe how the teachers teach that subject. They should examine the speed at which educators are delivering their lessons. As a researcher, this will assist them in quickly identifying the problem. They should also look to see if the classroom is disciplined and if the students are interested in the subject. One responded said that

“They might take time to respond to challenges that one would be experiencing during that time; however, they end up addressing the matter....” The second states that, “... due to the fact they support many schools, thus sometimes support is not provided timeously....” Because district officials manage many schools at once, they sometimes do not respond to the school in need at the time of need, and therefore, the support tends not to be enough.

Interpretations

Planning and time management are the primary challenges. According to the study, they are not enough time to plan and prepare. As principals, they are expected to submit within a short

time. According to the report, the district only delivers education with material and does not follow up to ensure understanding and effectiveness.

Question 7: What can be completed to curb such challenges?

From this question, two themes arose, which are time and planning.

Theme: Time

The time can be managed by conscious control over specific activities by increasing productivity and effectiveness. The respondents' responses were as follows. The first respondent said, "Information to be disseminated on time...." The second responded said, "By availing submission plans on time... The third responded said, "Planning or information us of meetings on time..." Abban (2011) states that time management is a response to the problem of "insufficient time." Simply said, time management refers to the tools, skills, activities, and mindset required to work more efficiently each day.

Theme: Planning

District administrators should first form a district-level core planning team to provide support and guidance to all school-based core planning teams. The first respondent said, "Quick responses and not passing the problem to the next person...." The second respondent said, "Create an environment where schools that are close to each other can be resource institutions of each other." The third responded, "They should be able to work together to in the teaching and learning..." Time and careful planning are essential. Management organizes and plans how to divide your time between specified activities and goals, resulting in improved habits and productivity.

Interpretation

The study revealed that time and appropriate planning could help address many educational issues that people in the educational profession face.

4.3 Conclusion

This investigation was piloted using the research design described in Chapter 3. This chapter collected data from educators, district officials, and administrators to ensure that the researcher had a complete image of the phenomena under investigation. The research study was conducted using online interview questions because of the country's pandemic. The participants knew the study's objectives and were familiar with the data gathering procedures, including interviews. The participants were given informed consent forms and talked about their position in the study by the school's principal. The participants were then told that while the researcher could not visit the school, those interested should complete the link supplied. Educators' professional development was established as an alternative to development in this study. The study's findings are based on development and transformational theory.

CHAPTER 5: DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 INTRODUCTION

The researcher in Chapter 4 provided an introductory remark, followed by the analyses and interpretation of the results as presented by the educator's responses. The district officials and the principal's interpretation of their responses were also covered. The researcher also provided the concluding remarks in this chapter.

The following research questions were formulated in Chapter 1 of the study.

What is the relationship between the educator's professional development and learner academic performance?

What are the challenges experienced by learners arising from educators' lack of sufficient skills and knowledge?

Does educator professionalism lead to improved learner performance in schools?

This chapter contains a discussion and future research possibilities to help answer the research questions. The limitations of future research, an overview of the study, suggestions for further research, and the conclusions are discussed. The consequences of these findings, as well as the recommendations that result, will be discussed.

5.2 OVERVIEW OF THE STUDY

The study's proposal chapter one comprised the participants' research questions, objectives, limitations, qualitative methodological research, statement problem, and educators' professional development background. The researcher presented a literature analysis of what has been done and what still needs to be done about educator professional development in chapter two. Chapter 3 focused on research design and methodology, whereby introductory remarks were provided at the beginning of this chapter. The scope of the empirical research and the justification for choosing qualitative research was also covered. This chapter also dealt with the research design, sites, and how the researcher navigated protocols to gain the research site. The researcher in this chapter further discussed the population, sample, data collection, and data analysis. The study's trustworthiness, which encompasses the validity, credibility, transferability, dependability, and confirmability, were dealt with in detail, a concluding remark was provided. In chapter four, the researcher summarised and analysed the data.

5.3 RESEARCH QUESTIONS REVISITED

In this study, the research questions were answered by the participants' responses and literature reviews.

5.3.1 Educators responses to the research questions

Research Question 1: What motivated you to be a teacher?

In responding to this research question, it became clear that various reasons motivated educators to become teachers. The study revealed the following amongst others as the reasons behind becoming teachers that are being passionate about teaching; hence, they

took it as their careers. The other eminent reasons are their love for children and their influence from different family members, which contributed to choosing to teach. South Africa Council of Educators (2020) states that educators should stay motivated and be continuously encouraged and be passionate about their duties. They should also motivate need services to empower learners to cope.

Research Question 2. what motivated you to work at your current school?

In responding to this research question, it became clear that there were various reasons educators wanted to work at specific schools, other educators were assigned, and where they were hired. With the school's SGB and the school's size, and the culture of good colleagues, SGB is sleek and professional. The school atmosphere was also a motivation. Kelvin (2016) states that educators who are enthusiastic about their work are more likely to help students improve their academic skills. Teachers' effectiveness is critical in terms of school success and student progress. Internal teacher motivation comprises a person's needs, wants, and desires. They need to maintain professionalism as educators working or settling at a school, ultimately contributing to educator effectiveness.

Research Question 3. What are your beliefs regarding the quality of teaching and learning?

When responding to this question, the educators became clear that their beliefs vary regarding the quality of teaching and learning. It is revealed that teachers need to embrace life-long learning and love teaching. The other eminent belief in this study was that different teaching strategies should be applied for effective teaching. Basic skills can be taught without love, but love is needed to make a difference in a student's life. According to the author, friend, and Pope (2005), educators may ensure that all their students succeed by reviewing their views about teaching and student learning, recognizing the significance of cooperation, and basing their instruction on differentiation.

Research Question 5. What are the barriers to teaching that you are faced with?

Department of Basic Education (2011) barriers to learning are challenged within the educational system, the learning location, and the learner that prevent learners from

accessing Learning and development. When responding to this question, the educators said that language of teaching and learning is a barrier because learners struggle to express themselves. Learning a new language and being exposed to various languages can substantially impact students' academic performance. Other educators said rotational attendance and having too much admin work become challenging. Individuals' mental, neurological, physical, sensory, and intellectual impediments to learning and growth are intrinsic barriers.

Research Question 6. How do policies assist you in delivering quality in learning?

When responding to this question, the educators became clear that the policies provide guidance. With the policy, they can perform their duties better.

Research Question 7. Describe the support you receive from the district; how does it influence your ability to work.

The educators said that the support received is sufficient when responding to this question. The study revealed that educators are supported professionally in different ways. The district provides developmental support to educators, depending on their needs. The district is always ready to assist. It offers instructors the assurance they need to succeed. The Department of Education's White Paper 6 Special Needs Education, Creating an Inclusive Education and Training System, published in 2001, pledges to increase district-based support teams as a critical component of strengthening the country's overall education support services.

Research Question 8. Describe the support you receive from your principal in accessing quality on a day-to-day basis?

When responding to this question, the educators said that the support received is developmental. The findings that school leaders heavily influence the professional development of teachers. According to the findings, principals support their staff members

by being developmental and instructional. The principal is responsible for forming the school-Based Support team and ensuring that it is effective and supported (Gov.za. 2014). The principal must lead, manage, build, maintain pleasant and healthy teaching and learning environments for all students and staff is one of the most critical responsibilities of school principals

Research Question 9. What can be done to curb/ limit the challenges experienced?

The educators said the challenges could be reduced when responding to this question. The work plan for educators can help alleviate the problems that have arisen because of a lack of sufficient preparation. According to the findings, they are not given enough time to prepare and plan and instead are given immediate preparations and submissions. Staff members benefit from planning because it gives them a feeling of purpose and direction, identifies the types of tasks they will be performing, and explains how their actions link to the school's overall goals. Learners are frequently confronted with difficulties in the learning process because of various experiences in the classroom, at school, at home, in the community. These challenges are referred to as 'barriers to learning and development.' Education White Paper 6 on Special Needs Education Building an Inclusive Education and Training System (2001) responds to these challenges and focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs.

5.3.2 District officials' responses to the research questions

Research Question 1 Describe your working experience at your district as a manager.

The district officials' experiences differed depending on everyone when responding to this question.

Research Question 2 What motivated you to work there?

The district officials said that growth and improving their knowledge and skills were the driving forces behind the transition from educators to district officials when responding to this question. While some local empirical studies on the impact of district support have been undertaken, there is a lack of literature that examines the role of district officials' support for underperforming secondary schools.

Research Question 3 What are your beliefs regarding quality in teaching and learning?

The district officials believe that their passion and desire to educate derives from their teaching and learning beliefs when responding to these questions. According to the report, Roberts (2011), The District Officials' cooperation is critical in providing practical assessment, excellent teaching, and learning, and boosting learner performance and accomplishment.

Research Question 4 How does the district's support help you run the school smoothly?

When responding to this question, the district officials said that the district supports the schools, which varies as per the problem. The district also supports the principal in managing the schools. Roberts (2011) states believe the assistance of district officials is essential for successful assessment, high-quality teaching and learning, and increased student performance and achievement. Professional development programs for teachers and school administrators are required, and district offices must be prepared to give them. The district has a responsibility to play in ensuring that policies started by schools adhere to national criteria and that disagreements and challenges that school-based administration is unable to resolve are resolved by the district and addressed are resolved quickly so that the teaching and learning process is not disrupted (Roberts,2011).

Research Question 5 How do the DBE Learning Policies assist you in managing the school?

The district officials said that the policies provide them with guidance and knowledge. The policies' goal should be to promote, advise, and administer schools to improve educational outcomes. Having well-developed policies and rules can help the school ensure that teachers and students understand their behaviour and performance expectations (Enhancing the Professional Image and Competencies of School Principals, 2015).

Research Question 6 Describe the progress made during your managing Time.

The research revealed that the D12 district is well-performing and has provided tertiary institutions with the best learners. The district officials said that progress was made and differed from everyone.

Research Question 7 What challenges do you come across when managing the district?

When responding to this question, the district official said that a lack of good communication stems from poor time management and learning at the district level.

Research Question 8: What can be done to control such challenges?

District officials said that good leaders' communication, transparency, perseverance, and transparency could solve some challenges when responding to this question.

5.3.3 Principals responses to the research questions

Research Question 1: Describe your working experience as a principal

When responding to these questions, the principals said that the challenges are working under pressure and development. The research revealed that the principals are faced with new demands and complex decisions such as pressure. As principals, they need to ensure development to carry out their duties effectively.

Research Question 2: What are your beliefs regarding the quality of teaching and learning?

Principals, when responding to this question, differed. The findings revealed that educators are working hard regardless of the condition they encounter, such as having to manage overpopulated classes

Research Question 3: What are your beliefs regarding quality in teaching and learning?

The study's findings demonstrated that while principals' attitudes differ, they all contribute to high-quality learning. Even though each principal has their thoughts about what makes for effective teaching, she believes that one should be a lifelong student constantly striving to improve. The study's findings demonstrated that while principals' attitudes differ, they all contribute to high-quality learning. Even though each principle has its thoughts about what makes for effective teaching, they all believe that one should be a lifelong student constantly striving to improve. The study's findings demonstrated that while principals' attitudes differ, they all contribute to high-quality learning. Educationists believe that by creating favourable conditions for better curriculum management, principals can improve the teaching and learning environment Educationists believe (Kiat, Tan, Heng & Lim-Ratnam, 2017).

Research Question 4: How do the DBE Policies assist you in managing the school?

Department of Basic Education South Africa (2015) states that all school policies, including SGB policies, should be developed, implemented, and comply with school principals' current educational laws and regulations. When responding to this question, the principal said that the DBE policies guide them in addressing factors faced during teaching and learning. The school principals are led by the policies to run the school smoothly.

Research Question 5: How does the district's support help you run the school smoothly?

When responding to these questions, the principals said the district's support in managing schools varies, and the support is based on the school's experiences and concerns.

Question 6: What challenges do you come across when working at the district?

When responding to these questions, the principals said the most challenging aspect of the research was time management and planning. According to the research, they indicated that they are not given enough time to plan and prepare. As principals, they are expected to submit in a timely way. According to the report, the district only provides education through

materials and does not follow up to ensure pupils understand and apply what they have learned.

Question 7: What can be completed to curb such challenges?

When responding to these questions, the principals said time and proper planning could solve the challenges experienced. The findings that many of the educational challenges that people in the educational profession experience can be addressed with time and good planning.

5.4 LIMITATIONS

Only schools in the D12 district of Johannesburg, Gauteng province, were included in this study. The study only disclosed the educators' perspectives who took part in it, not all the teachers at the study site. The study was also confined to primary school teachers' perspectives. The study's findings were not used to make broad conclusions. During the research, there was a time constraint. The Coronavirus pandemic had hit the country. A lockdown was imposed, and some movements were restricted. The researcher was not permitted to interview the students at the school. The researcher has been hampered by the state's regulations and covid guidelines

5.5 SUGGESTIONS FOR FURTHER RESEARCH

While the researcher still believes qualitative research was the best option for this project, qualitative research instruments like internet interviews are not designed to record complex data. If this study were paired with quantitative research, it would gain more credibility. More research into educator professional development is also necessary, and it will show how well teachers are prepared to serve pupils in whatever capacity.

5.6 RECOMMENDATIONS

The following recommendations for further research are based on the deficiencies of this investigation and the literature evaluated:

- The foundation level should be trained to help students overcome linguistic barriers.
- Create a collaborative effort to encourage peer-to-peer classroom visits with sufficient time for feedback.
- Educators are being hired to help eliminate student rationing in the classroom.
- They are hiring permanent assistant educators to support educators to focus on students with learning disabilities.
- Assist and develop educators regularly.
- Assess the degree of knowledge of educators regularly.
- District authorities should first form a district-level core planning team to provide support and guidance to all school-based core planning teams.

5.7 CONCLUSIONS

Findings show that the educators, principals, and district officials know what professional development is. It is evident that the educators who participated have access to professional development and are being developed daily. The findings further show that educators are being developed either by the school principal or the district official. It is evident in the interviews where respondents acknowledged that they are being developed to keep up with the current.

Adults learn differently. 'Knowles emphasizes that adults are self-directed and are expected to take responsibility for their decisions. Adult learning developmental programs must accommodate this fundamental aspect' (Knowles, 1984, p.12). Educators need to understand why they need to improve their knowledge and skills and improve their current position. Merriam and Brockett (2007) emphasize that accumulated experiences will benefit developmental programmers. As educators gain experience in teaching, the motivation to develop continuously should be internal.

Professional development in this research proved to be very effective at the schools and helped educators provide quality teaching. Educators' professionalism enables educators to overcome daily challenges when administering lessons. Professional development arises from the individual's professional needs and enables staff to engage in lifelong learning through formal or informal learning. It aims to improve learners' experience and raise their learners' achievement' (Steward, 2009). In any professional department. Professionalism is the key to striving to do better than before. Professionalism aims to assist educators in learning how to adjust their teaching methods to meet their learners' learning different needs. Burke (1997) states that for the professional development to be effective, the different learning styles of educators should be identified.' Educators learning needs are different, and different learning styles should be applied during professional development.

Active professional development improves educators' teaching skills and learner performance. The primary purpose of professional development is to prepare and support teachers by giving them the knowledge and skills they will need to help all learners achieve high standards. The time teachers spend with other knowledgeable teachers, engaging in teaching and learning, is just as crucial to learners' learning as teachers spend teaching learners. According to the conclusions of this study, educators acquire the necessary professional development. Twenty-seven educators, four principals, and two district officials expressed their perspectives. Their perceptions were formed because of their combined experiences. The data acquired was used to assess these perceptions. The literature on professional development was crucial. Teachers' attitudes toward professional development, in theory, play a substantial role in the effectiveness of enhancing student performance in schools. When it comes to administering classes, developing educators will likely face significant difficulties. According to the findings, professional development should be ongoing so that the learner can advance.

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APPENDIX A

PROOF OF REGISTRATION



1546 MIRST

BALOYI C N MISS
UNIT 071 FLEURHOF DALE
23 FEVER TREE STR
FLEURHOF
1709

STUDENT NUMBER : 5113-135-8

ENQUIRIES NAME : M&D ADMIN SUPPORT
ENQUIRIES TEL : 0124415702

DATE : 2020-06-26

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources.

DEGREE : MED ADULT EDUCATION (90060)
TITLE : The impact of educators professionalism on learners academic performance at community schools in gauteng province
SUPERVISOR : Dr RB MONYAI (monyarb@unisa.ac.za)
ACADEMIC YEAR : 2020
TYPE: DISSERTATION
SUBJECTS REGISTERED: DLAPT95 Mini Dissertation : Adult Education

A statement of account will be sent to you shortly.

You must re-register online and pay every academic year until such time that you can submit your dissertation/thesis for examination.

If you intend submitting your dissertation/thesis for examination you have to submit an Intention to submit form (available on the website www.unisa.ac.za) at least two months before the date of submission. If submission takes place after 15 November, but before the end of January of the following year, you do need not to re-register and pay registration fees for the next academic year. Should you submit after the end of January, you must formally reregister online and pay the full fees.

Please access the information with regard to your personal librarian on the following link:
<http://www.unisa.ac.za/libinfond>

Yours faithfully,

Prof AP Phillips
Acting Registrar



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B

ETHICS REVIEW REPORT



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/09/09

Ref: **2020/09/09/51131358/13/AM**

Dear Ms CN Baloyi

Name: Ms CN Baloyi

Student No.:51131358

Decision: Ethics Approval from
2020/09/09 to 2023/09/09

Researcher(s): Name: Ms CN Baloyi
E-mail address: 51131358@mylife.unisa.ac.za
Telephone: 081 396 9897

Supervisor(s): Name: Dr RB Monyai
E-mail address: monyarb@unisa.ac.za
Telephone: 012 484 1173

Title of research:

The impact of educator's professionalism on learner's academic performance at community schools in Gauteng province.

Qualification: MEd Adult Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/09/09 to 2023/09/09.

*The **low risk** application was reviewed by the Ethics Review Committee on 2020/09/09 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



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3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2023/09/09**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/09/09/51131358/13/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za



APPENDIX C

PERMISSION TO THE DEPARTMENT OF BASIC EDUCATION

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT DEPARTMENT OF BASIC EDUCATION

TOPIC: The impact of educator's professionalism on learner's academic performance at the public schools in Gauteng province.

MARCH 2020

Director:

Dear

I Carine Nhlamulo Baloyi am doing a research under the supervision of Prof R Monyai, a professor in the Department of ABET and Youth Development at the University of South Africa. I am inviting you to participate in a study entitled:

The impact of educator's professionalism on learner's academic performance at community schools in Gauteng province.

The aim of the study is to develop a framework for assisting Educators to have interest in professional development. This can be achieved by exploring the following objectives:

- To assess the effect of professional development at primary schools, identify hindering factors for educator's development, to evaluate the impact of effective development towards learners and lastly to analyse the effect of professional development.
- The researcher's objectives are to explore the underlying factors that cause poor professional development, to evaluate the educator's motivation for further development, to assess the current level of development and to propose and formulate recommendations for professional development around the community schools.
- A further objective is to scrutinize the vital teaching aids that stem from personal educator growth. Advice from the nearby schools that professional development is effectively practiced.
 - The study is aimed at providing tangible ideas for how to structure, organize, implement, and overcome challenges of study as a tool for teachers' professional development.

Unified public school, Arthur Matthews and Fleurhof primary school have been selected because they are the most functional school in D12 District, and they have the largest enrolment. I have opted for a qualitative research approach. Such an approach provides several distinct advantages for a study such as this. The researcher chose this approach because my research is based on educator's professional development and the impact towards learners rising from developed educators. I will use

interviews to gather information and choose open ended question to be able to explore the facts. I have selected D12 District in Gauteng Province. The participants of the study will be learners, teachers, district officials and principals. Data will be collected using interviews. Data will be analysed through a qualitative data analysis of comparative data analysis methods.

This study will provide insights to Educators, Learners and the Department on educator's professional development. The research will also guide educators on how to best use Learning Strategies to improve learner's academic performance.

I thank you in anticipation

CN Baloyi

Yours Faithfully

CN BALOYI

APPENDIX D

CONSENT FORM

PARTICIPANT INFORMATION SHEET

Date **26 MARCH 2020**

Title: The impact of educator's professionalism on learner's academic performance at community schools in Gauteng province.

DEAR PROSPECTIVE PARTICIPANT

My name is Carine Baloyi I am doing research under the supervision of Prof R Monyai, a Professor in the Department of ABET and Youth Development at the University of South Africa. I am inviting you to participate in a study entitled the impact of educator's professionalism on learner's academic performance at community schools in Gauteng province.

PURPOSE OF THE STUDY

- To assess the effect of professional development at primary schools, identify hindering factors for educator's development, to evaluate the impact of effective development towards learners and lastly to analyse the effect of professional development.
- The researcher's objectives are to explore the underlying factors that cause poor professional development, to evaluate the educator's motivation for further development, to assess the current level of development and to propose and formulate recommendations for professional development around the community schools.
- A further objective is to scrutinize the vital teaching aids that stem from personal educator growth. Advice from the nearby schools that professional development is effectively practiced.

The study is aimed at providing tangible ideas for how to structure, organize, implement, and overcome challenges of study as a tool for teachers' professional development

REASON WHY YOU HAVE BEEN INVITED PARTICIPATE

You are invited because you are among the participants who have been conveniently sampled from a population. The information obtained from the sample will be representative of all populations. As a participant you are expected to provide relevant information regarding factors or problems affecting educator's professional development in D12 District.

THE NATURE OF YOUR PARTICIPATION IN THIS STUDY

The study requires the participants to answer questionnaires in a form of interviews, it will be one on one for Principals and Educators and also focus group interviews for learners.

CAN YOU WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. In the event that you have already participated in the interview with the researcher withdrawing can no longer be allowed.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR YOU IF YOU PARTICIPATE IN THE RESEARCH PROJECT?

There are totally no negative consequences or foreseeable risks of harm as well as side-effects to you as a potential participant. The information you will provide during data collection will be treated as confidential and will only be used in this research only.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Only the person who will be appointed as a transcriber for this research will have access to the identity but before commencing with the work, he will sign a confidentiality agreement. This will

bind him or her to maintain a high level of confidentiality. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g., when focus groups are used as a data collection method.

PROTECTION OF THE SECURITY OF DATA BY THE RESEARCHER

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the working station of the researcher. Electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After a five-year period, hard copies may be shredded and electronic copies may be permanently deleted from the relevant software programmes and this can only happen depending on the need.

PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY

As a participant you are not paid, rewarded or receive any financial incentives from taking part in the research.

INFORMATION ABOUT THE FINDINGS/RESULTS OF THE RESEARCH

The findings are accessible for five years. Results can be obtained in hard copies and can be available to all participants. The researcher will hold a feedback meeting where he will discuss the results of the study with the participants.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Mrs CN BALOYI, phone number 063 671 2139, and email carinebaloyi@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact Prof R MONYAI 0124841173 and email monyai@unisa.ac.za

Thank you

CN Baloyi

CARINE BALOYI

APPENDIX E

CONSENT FOR INDIVIDUAL INTERVIEWS

I..... confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the questionnaires.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname

Participant Signature

Date

Researcher's Name & Surname CARINE BALOYI

CN Baloyi

Researcher's signature

Date

APPENDIX F

COVER LETTER

Dear respondent

This interview schedule forms part of my Master's research entitled: The impact of educator's professionalism on learner's academic performance at community schools in Gauteng province for the degree MED at the University of South Africa. You have been selected by a purposive sampling method from the population of students. Hence, I invite you to take part in this survey. The aim of this study is to identify reasons which influence the educators not to pursue further educational activities. The findings of the study will benefit the educators at the district and also help policy makers to identify barriers to educators learning and intervention mechanisms that can be used to encourage lifelong learning in the schools.

You are kindly requested to participate in this interview. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The interview will take approximately 20 minutes to complete but you are given three days to complete. You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position etcetera will contribute to a more comprehensive analysis. All information obtained from this interview will be used for research purposes only and will remain confidential. Your participation in this research is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you.

Permission to undertake this survey has been granted by the department of education and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: 063 671 2139 e-mail: carinebaloyi@gmail.com and my supervisor can be reached at 072209669.

By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to CN BALOYI.

Thanking you,

Yours faithfully

CN Baloyi

CARINE BALOYI

Student number: 51131358

APPENDIX G

QUESTIONS FOR INTERVIEWS

I _____ hereby agree to participate in the study conducted by CN Baloyi. I am not forced to do the interview and I am aware that I can quit at any stage if not comfortable with the questions

SIGNATURE: _____

NAMES IN PRINT: _____

DATE: _____

Topic: The impact of educator's professionalism on learner's academic performance at community schools in Gauteng

EDUCATORS QUESTIONS

1. Describe the teaching experience at your school.
2. What motivated you to work there?
3. What are your beliefs regarding quality of teaching and learning?
4. How do policies assist you in delivering quality in learning?
5. Describe the support you receive from the district , how does it influence your ability to work
6. Describe the support you receive from your principal in accessing quality on a day-to-day basis
7. What are the barriers to teaching with which you are faced?
8. What can be done to curb them?

APPENDIX H

QUESTIONS FOR INTERVIEWS

I _____ hereby agree to participate in the study conducted by CN Baloyi. I am not forced to do the interview and I am aware that I can quit at any stage if not comfortable with the questions

SIGNATURE: _____

NAMES IN PRINT: _____

DATE: _____

Topic: The impact of educator's professionalism on learner's academic performance at community schools in Gauteng

PRINCIPALS QUESTIONNAIRE

1. Describe your working experience as a Principal
2. What motivated you to work there?
3. What are your beliefs with regards to quality in teaching and learning?
4. How does the support from the district help you to run the school smoothly?
5. How does the DBE Policies assist you in managing the district?
6. Describe the progress made during your Era
7. What are the challenges you come across when working the district?
8. What can be completed to curb such challenges?

APPENDIX I

QUESTIONS FOR INTERVIEWS

I _____ hereby agree to participate in the study conducted by CN Baloyi. I am not forced to do the interview and I am aware that I can quit at any stage if not comfortable with the questions

SIGNATURE: _____

NAMES IN PRINT: _____

DATE: _____

Topic: The impact of educator's professionalism on learner's academic performance at community schools in Gauteng

DISTRICT MANAGER QUESTIONS

1. Describe your working experience at your district as a Manager
2. What motivated you to work there?
3. What are your beliefs with regards to quality in teaching and learning?
4. How does the support from the district help you to run the school smoothly?
5. How does the DBE Learning Policies assist you in managing the school?
6. Describe the progress made during your managing Time.
7. What are the challenges you come across when managing the district?
8. What can be done to control such challenges?

APPENDIX J

Approval for conducting research



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Enq: Rachel Molale
Tel: 011 831 5525
Email: Rachel.Molale@gauteng.gov.za
Ref No: 15/2020

TO : MS. CARINE NHLAMULO BALOYI

FROM : STRINIVASEN NAIDOO
ACTING CHIEF EDUCATION SPECIALIST
INFORMATION SYSTEM AND STRATEGIC PLANNING

DATE : 25TH SEPTEMBER 2020

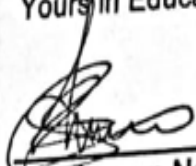
SUBJECT : APPROVAL IN RESPECT TO CONDUCT RESEARCH

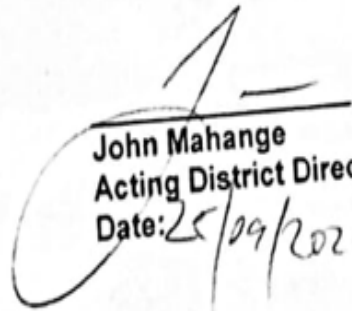
Dear Ms. CN. Baloyi

The District Director has granted you approval to conduct research in the **Johannesburg West District** subject to the following:

1. Your research will not impact on contact time in the schools in any way.
2. The principal has the right to make necessary arrangements for the research.
3. No cost will accrue to the department for your research, i.e. no photo copies.

Yours in Education


Strinivasen Naidoo
Acting CES ISSP
Date: 25/09/2020


John Mahange
Acting District Director: JW
Date: 25/09/2020



GAUTENG PROVINCE

Department of Education
REPUBLIC OF SOUTH AFRICA

8/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	22 September 2020
Validity of Research Approval:	04 February 2020 – 30 September 2020 2019/617
Name of Researcher:	Baloyi CN
Address of Researcher:	6017 Leopard Rest Estate Alberton
Telephone Number:	081 396 9897
Email address:	carinebaloyi@gmail.com
Research Topic:	The impact of educators professionalism on learners academic performance at community schools in Gauteng Province
Type of qualification	Master's in Adult Education
Number and type of schools:	2 Secondary Schools
District/s/HO	Johannesburg West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

[Signature] 22/09/2020

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.
4. The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gupani Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: 22/09/2020

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

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APPENDIX K

Language Editing Confirmation Letter

To whom it may concern

This is to certify that I, Muntu Kamogelo Monyae, language edited the dissertation:

THE IMPACT OF EDUCATORS' PROFESSIONALISM ON LEARNERS by CARINE
NHLAMULO BALOYI

Submitted in accordance with the requirements for the degree of MASTER OF
EDUCATION in the subject EDUCATIONAL STUDIES at the UNIVERSITY OF SOUTH
AFRICA.

SUPERVISOR: Prof. RB Monyai

December 2021

However, the onus is on the author to make the changes suggested and attend to the queries. Please note that I do not accept responsibility for content errors.

Signed: _____