

MOTIVATION AS A CATALYST FOR STAFF DEVELOPMENT IN UNDERPERFORMING SECONDARY SCHOOLS

by

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for the degree of Master of Education (Education Policy
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DECLARATION OF ORIGINALITY

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ABSTRACT

With the aim of promoting learner achievement, development is regarded as indispensable for the teaching and learning process. Many schools however, face the challenge of teachers who are not willing to participate in development activities. Motivation is viewed as a catalyst that may aid in teachers' participation in development activities, as motivation provides a reason to display certain behaviour. In the case of this research behaviour refers to the behaviour to participate in development activities.

Participation in development activities refers to teachers' inclination to submit to self-development, engage in daily development activities of the school or engaging in formal development activities arranged by the school or Department of Education. This research addressed some of the factors that motivate staff in underperforming secondary schools to participate in staff development activities. Schools are categorised as underperforming if they do not obtain a pass rate of at least 60% in the National Senior Certificate examinations. Underperforming schools are mainly townships schools with peculiar contexts. This study focuses on the particular context of underperforming schools and the role of the principal in staff's motivation to participate in development activities as these are important aspects in the development of a school from an underperforming to a performing categorisation. The literature was reviewed on aspects of activities of staff development, the motivation theories and adult learning principles. Teachers are adults and therefore the factors that motivate adults to participate in development activities are important as they require a different approach than children's learning.

Qualitative research was conducted with the principal and four teachers from each of two township schools located in the same education district, but two different circuits. Both schools were categorised as underperforming two years ago, but have developed to performing schools. The data were gathered through semi-structured interviews. The findings indicated that teachers in this study are intrinsically motivated to participate in development activities. Factors such as passion, empowerment, collaboration and the child's wellbeing are mentioned as factors that motivate these teachers to participate in development activities.

Despite these intrinsic factors, teachers mentioned extrinsic factors that impact on their inclination to participate in development activities. These factors include contextual and organisational factors. The role of the principal is emphasised as the principal is accountable for the development of staff. Furthermore, the principal, having the highest authority at a school has an influence on the factors that motivate staff as well as those factors that may deter staff from participating in development activities.

Recommendations for the motivation of staff and staff development activities are made, as well as recommendations for further studies. This research is significant as it indicates factors that motivate staff and factors which impact on their motivation to participate in development activities. These factors are important in the pursuit of development from an underperforming to a performing school.

OPSOMMING

Ontwikkeling het ten doele om leerder prestasie te verhoog. Dus word ontwikkeling beskou as onontbeerlik vir die onderrig en leer proses. Baie skole staar egter die uitdaging van opvoeders wie onwillig is om deel te neem aan ontwikkelingsaktiwiteite in die gesig. Motivering kan beskou word as 'n katalisator wat assisteer in die deelname van opvoeders aan ontwikkelingsaktiwiteite, aangesien dit aan opvoeders 'n rede verskaf om sekere gedrag ten opsigte van ontwikkeling te openbaar. In hierdie navorsing verwys gedrag na die gedrag om deel te neem aan ontwikkelingsaktiwiteite.

Deelname aan ontwikkelingsaktiwiteite verwys na die neiging van opvoeders om hulself te verryk deur selfontwikkeling, deelname aan die daaglikse aktiwiteite van die skool of aan formele aktiwiteite wat deur die skool of Departement van Onderwys gereël word. Hierdie navorsing adresseer sommige van die faktore wat personeel in onderpresterende sekondêre skole motiveer om deel te neem aan personeel ontwikkelingsaktiwiteite. Skole word gekategoriseer as onderpresterend indien hulle 'n slaagpersentasie van minder as 60% verkry in die Nasionale Senior Sertifikaat eksamen. Onderpresterende skole is kenmerkend van die informele nedersettings met hul sonderlinge agtergrond. Hierdie studie fokus op die bepaalde agtergrond van onderpresterende skole en die rol van die prinsipaal in die motivering van personeel om aan ontwikkelingsaktiwiteite deel te neem. Hierdie word beskou as belangrike aspekte in die ontwikkeling van 'n skool vanaf onderpresterend na presterend. Die literatuur oorsig is gedoen op aspekte van aktiwiteite van personeelontwikkeling, motiveringsteorieë en volwasse leer beginsels. Opvoeders is volwassenes en daarom is die faktore wat volwassenes motiveer om aan ontwikkelingsaktiwiteite deel te neem belangrik, aangesien hulle 'n verskillende benadering as kinders se leer benodig.

Kwalitatiewe navorsing was gedoen met die prinsipale en vier opvoeders van elk van twee skole wat informele nedersettings bedien. Die skole is geleë in dieselfde opvoedkundige distrik, maar uit twee verskillende kringe. Beide skole was twee jaar gelede as onderpresterend geklassifiseer, maar het in die tussentyd tot presterende skole ontwikkel. Data was deur middel van semi-gestruktureerde onderhoude ingesamel. Die bevindinge toon

dat opvoeders in hierdie studie intrinsiek gemotiveer is om aan ontwikkelingsaktiwiteite deel te neem. Faktore soos passie, bemagtiging, samewerking en die kind se welstand word genoem as faktore wat die opvoeders motiveer om aan ontwikkelingsaktiwiteite deel te neem. Behalwe hierdie intrinsieke faktore het opvoeders ook ekstrasieke faktore genoem wat 'n impak het op hul ingesteldheid om aan ontwikkelingsaktiwiteite deel te neem. Hierdie ekstrasieke faktore sluit in kontekstuele en organisatoriese faktore. Die rol van die prinsipaal word beklemtoon aangesien die prinsipaal verantwoordbaar is vir die ontwikkeling van die personeel. Verder, aangesien die prinsipaal die hoogste gesagsfiguur is in die skool, het hy/sy 'n invloed op die faktore wat die personeel motiveer, sowel as daardie faktore wat personeel mag weerhou van deelname aan ontwikkelingsaktiwiteite.

Aanbevelings rakende die motivering van personeel en personeel ontwikkelingsaktiwiteite word gemaak, sowel as aanbevelings vir verdere studie. Hierdie navorsing is noemenswaardig aangesien dit faktore aandui wat personeel kan motiveer, asook dit wat 'n invloed het op hul motivering om deel te neem aan ontwikkelingsaktiwiteite in die strewe na ontwikkeling vanaf 'n onderpresterende na 'n presterende skool.

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LIST OF ACRONYMS AND ABBREVIATIONS

DA:	Developmental Appraisal
DoE:	Department of Education
EMS:	Education Measurement System
HRD:	Human Resource Development
ISPFTED:	Integrated Strategic Planning Framework for Teacher Education and Development
IQMS:	Integrated Quality Management System
NSC:	National Senior Certificate
PAM:	Personnel Administrative Measures
PGP:	Personal Growth Plan
SDT:	Staff Development Team
SMT:	School Management Team
WCED:	Western Cape Education Department

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CHAPTER ONE: BACKGROUND AND RATIONALE

1.1 INTRODUCTION

Staff development has become an important component of the restructuring process of South African education. Teachers need to learn and develop skills to implement the changes and to improve learner achievement. Staff development is part of the Integrated Quality Management System (IQMS) of schools to aid in the development of areas as indicated on the personal growth plans (PGP) of teachers, as an outcome of teachers' evaluation through developmental appraisal (DA) (Department of Education (DoE), 1998). The aim of staff development is to improve teaching and learning. This implies that schools are required to design staff development activities to improve teaching and learning.

Schools that have been prioritised for development are the underperforming schools (Media release, <http://www.departmentofeducation.gov.za>, 2012), to develop from underperforming to performing schools. Underperforming schools are categorised as secondary schools that achieved a National Senior Certificate (NSC) pass rate of less than 60% (Media release, <http://www.departmentofeducation.gov.za>, 2012). The aim is therefore to build the capacity of teachers through in-service development which is essential for quality schooling (Christie, Butler & Potterton, 2007:127; Mestry, Hendricks & Bisschoff, 2009:488; Bubb & Earley, 2010:2) as effective educational improvements must begin with teachers (Hildebrandt & Eom, 2011: 422). Teachers should therefore participate in development activities as it has the possibility of improving learner achievement. Moreover, development should not be experienced as once-off, brief courses to reach the 'target' of 60%, but it should be sustained activities to ensure that schools remain performing schools. Development should thus focus on improving teaching and learning, beyond the 60% NSC requirement.

Clarke (2007:131) claims that few schools allow significant time and resources to the professional development of their teaching staff. In a study done by Eady and Zepeda (2007:2) it was found that many principals claim that they cannot adequately attend to staff development activities due to a lack of funding. This implies that many schools do not offer development activities for their staff. Dickinson, McBride, Lamb-Milligan and Nichols (2003:165) postulate that many staff development programmes that are offered by schools are ineffective. They (Dickinson *et al.*, 2003:164) state that tradition, habit and behaviour are

bigger barriers to effective staff development than money or time. Christie (2008:152) purports that implementation of policy depends partly on people's motivation. This implies that people should be motivated to implement policy. There are thus many reasons that affect teachers' inclination towards the implementation and participation in development activities.

In the researcher's own experience at a secondary school, it was found that many teachers steer away from participation in development activities. The focus of this study is therefore to explore teachers' attitude and behaviour towards staff development in underperforming schools. This study will investigate factors that motivate teachers to participate in development activities offered by the school or the DoE. Martin and Dowson (2009:328) state that motivation influences behaviour. In this study the behaviour of teachers refers to their behaviour to participate in staff development activities. Particular emphasis will be placed on the context of underperforming schools as these schools are prioritised for development. Most of these schools are township schools characterised by precarious environments (Christie *et al.*, 2007:3; Fataar, 2009:11), which may have an influence on the motivation of teachers in these settings to participate in development activities. Martin and Dowson (2009:328) claim that individuals develop beliefs and values consistent with their environment.

Furthermore, the study will focus on the principal, who is regarded as the leader at the school and ultimately responsible for the development of staff (Heystek, 2007:497; DoE, 1998) as leaders are expected to have an influence on the people they lead (DoE, 1998). Cognisance should also be taken that teachers are adult learners and therefore the approach towards their development is important. The motivation theories and the factors that motivate staff to participate in development activities will be explored by taking into account the context of the school and the role of the school leader.

This chapter focuses on the following: background to this study, the statement of the problem, a brief review of the related literature, the research questions and aims, keywords, clarification of concepts and an overview of the research design. It concludes with a lay out of the different chapters.

1.2 BACKGROUND AND PROBLEM STATEMENT

The study will be set against the IQMS, the draft Education Measurement System (EMS) and the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTED) 2011-2025. The introduction of the EMS in 2011, aimed at principals, points to the quality and standard of teaching and learning. It implies that it is not acceptable and that it should change. According to Hood (2001:20) change is necessary for growth and it provides new opportunities for learning. The draft EMS document refers to staff development as one of the categories for the evaluation of the principal in the process of improving the school results. Furthermore, the IQMS process requires staff development as an outcome of teacher appraisal (DoE, 1998), based on the needs of teachers to improve their teaching skills. The ISPFTED prioritises training for underperforming schools to improve the quality of teacher education and development in order to improve the quality of teachers and their teaching (<http://www.departmentofeducation.gov.za>, 2012). Moreover, the Personnel Administrative Measures (PAM) prescribes eighty hours of professional development per annum for teachers (DoE, 1998). This indicates that staff development is an important component of the teaching and learning process. Do the schools adhere to these requirements and do teachers participate in it? This question is important as staff development can only attain its goals if it has participants.

Eady and Zepeda (2007:7) state that the current era of accountability in education has created an environment of concern for how teachers teach and how students learn. In view of the number of underperforming schools in South Africa (<http://www.departmentofeducation.gov.za>, 2012), there is thus a need for the professional development of teachers. The professional development of teachers is also generally referred to as staff development. Staff development has the potential to enhance teaching and learning and can possibly promote learner achievement as it focuses on improving teaching skills. However, staff development can only reach its aim of improving teaching and learning if it is sustained and if it has willing participants.

This study will proceed from the assumption that staff development activities are aimed at improving teaching and learning and that motivation can assist in the participation of teachers in development activities. Furthermore, there is a need to understand the effect of staff development on teachers as they are the practitioners (Torres, Zellner & Erlandson, 2008:2)

and at the receiving end of staff development activities. There is also a need to understand the effect of staff development activities on principals, as they are responsible and accountable for the development of staff. The perceptions and expectations of teachers and principals of staff development is therefore of vital importance. With the changing educational environment, staff development becomes imperative for schools. Staff development may make a significant difference and can boost teacher morale (Torres *et al.*, 2008:6) as it focuses on the needs of teachers. Furthermore, it implies life-long learning, a key component of membership of a profession. Moreover, it involves the learning of adults (teachers), which adds another dimension to their learning. Teachers need to be developed to comply with curriculum changes, to handle diversity in their classrooms and in this technological era to be able to compete globally. It is thus important to explore the factors that motivate teachers to participate in development activities. Although there are a myriad of publications on motivation and development, there is a pause in the literature on how motivation can be used to enhance the development of teachers, particularly in underperforming contexts in South Africa. A search on Ebscohost data base brought the following results as number of articles located with the specific concept: 171 414 for motivation; 29 864 for staff development; 37 797 for teacher development; 4801 for teacher motivation; 910 for underperforming schools; 46 425 for adult learning and development, 1495 for adult learning theories and 603 for adult learning principles.

The analogy of motivation as a catalyst is used in the title as a catalyst is a substance that speeds up the rate of a reaction. In this research, the reaction refers to the behaviour of participation in development activities. Christie *et al.* (2007:115) suggest that a catalyst of some sort is required to promote agency and set a change process in motion, to achieve the aim of quality teaching and learning through development. Therefore, motivation is viewed as a catalyst to direct staff to participate in development activities. This analogy of motivation as a catalyst can be illustrated by using the example of a boat on water. The boat has its internal mechanisms to move, but an external source such as wind can also assist in its movement. Motivation is therefore regarded as a catalyst, both internally and externally, that can assist in the participation of staff in staff development activities.

1.3 REVIEW OF RELATED LITERATURE

1.3.1 Context

Dimmock and Walker (2005:2) indicate that most of the motivational theories used in management and leadership literature are developed in a western context. The western theories focus more on individual goals whereas eastern societies are more socially oriented. How can the motivational theories be applied in a South African context? In South Africa, teachers are currently faced with challenges in our changing society and our changing education system. Equity and equality is still not evident in the diverse range of schools in South Africa. Therefore the context of the schools poses particular challenges to staff development in schools.

This study is significant as it can point out factors that motivate teachers to participate in development activities as well as those factors that undermine participation, which may prove useful when planning staff development activities. Underperforming schools are of utmost importance as they are characterised by challenging circumstances and in need of development to become performing schools. Context is thus an important factor in determining development activities. The demanding context and diversity of South African schools therefore pose challenges to the motivation of staff to change and develop. Furthermore, Hallinger (2011:135) suggests that leadership styles should be adapted to suit the context. The role of the principal as manager and leader of a school is therefore important. This research focuses on staff in underperforming secondary schools as they specifically need to change and develop to lead their school to becoming a performing school, despite challenging circumstances. Underperforming schools are usually characterised by poor or lack of resources and poorly nourished children (Christie, 2008:100, 101) amongst other factors. Therefore, how does the context affect the motivation and development of teachers?

1.3.2 Motivation

A distinction is made between two types of motivation, i.e. intrinsic and extrinsic, where the former refers to doing an activity for its inherent satisfactions and the latter to doing an activity to attain some separable outcome (Ryan & Deci, 2000:56, 60; Porter, Bigley & Steers, 2003:55). Development demands self-motivation, also referred to as intrinsic motivation. Self-motivation leads to peak performance and continual improvement (Goetsch, 2011:89),

whereas external motivation is short term and not normally associated with sustained development. Both types of motivation however play an important role in the development of teachers.

Bush and Heystek (2006:72) suggest that longer term development is needed for schools to improve performance. The development should thus lead to sustainable development, not just brief motivational talks to achieve short term goals. Teachers should be able to accept, implement and participate in the development. They must be convinced that they will benefit from it (Heystek, 2011:10). This is part of the principles regarding professional development and learning. Deep level change and development need motivated, dedicated people. Motivation is thus crucial for the change and development process. Therefore, an understanding of the motivational bases behind development needs investigation. Pardee (1990:5) states that understanding motivation can be a key element to improve educational productivity hence motivation is an important aspect in the staff development process.

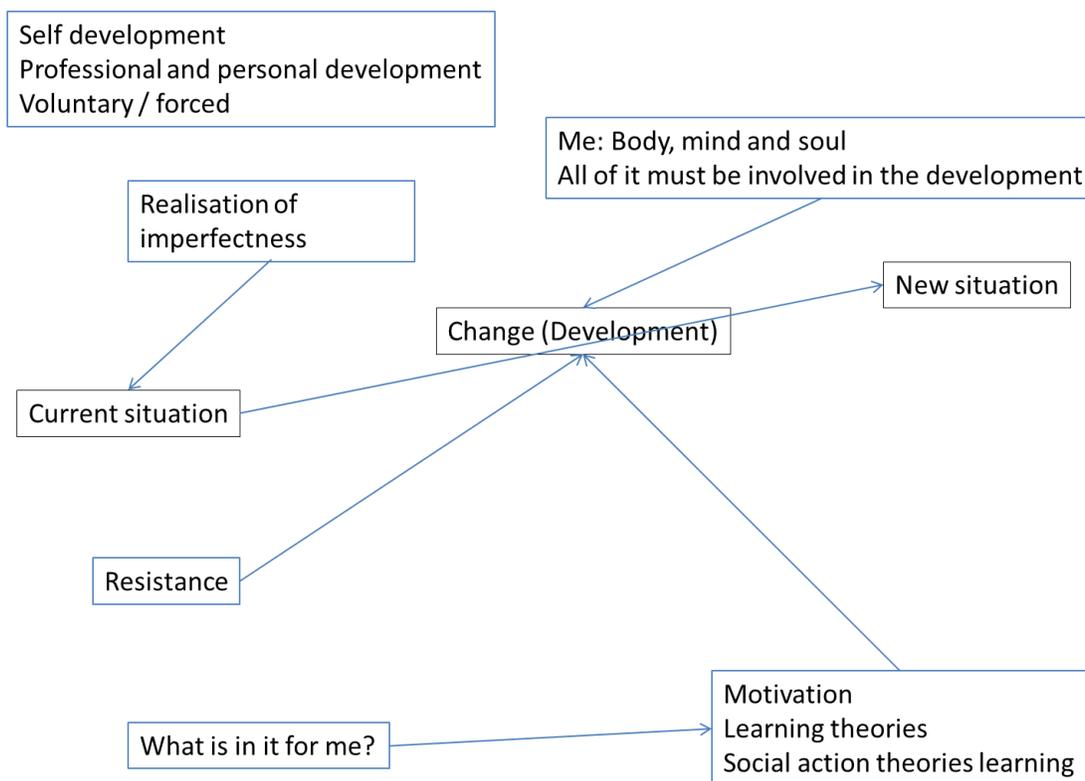
Motivation can be associated with either positive or negative feelings. Reaching the goal of 60% in the NSC examinations can lead to a positive feeling of accomplishment and competence if that goal is clearly communicated. Teachers should accept the benefits that this achievement will have for them, such as being recognised and sought after teachers. On the other hand, negative feelings may prevail if teachers are threatened with losing their jobs or labelled as underperforming (which is also a type of motivation) as they may feel that they are not good enough. It is however, preferable that motivation should be associated with positive feelings and experiences to optimise teaching and learning (Heystek, 2011:10). Social learning theory claims that people desire positive results (http://en.wikipedia.org/wiki/Social-learning_theory, 2012). Furthermore, Porter *et al.* (2003:58) suggest that a positive approach needs to take into account the social and contextual factors as well. Therefore the impact of the context in the motivation of teachers will be explored in this study.

Christie (2008:153) states that individuals are motivated by their personal and professional beliefs. Teachers should therefore believe that staff development activities are valuable for them as well as for their profession and this is expected to motivate them to participate in it.

The literature thus indicates that personal and contextual factors play a role in the motivation of teachers. The ultimate goal is for teachers to be intrinsically motivated to participate in development activities. However, extrinsic motivation may serve as a conduit to intrinsic motivation and in the participation in development activities.

1.3.3 Development

Williams (2001:4) points to the important role of staff development in school reform efforts by referring to the involvement of people and the role of motivation in the teaching profession. Staff development focuses on the development of people, the teachers, and therefore it is important to explore their views on development. A variety of factors interacts and may impact on the development of teachers and subsequently on the quality of teaching and learning. Although development is a complex entity (refer to Figure 1.1 below), the participation of teachers in staff development activities is of utmost importance as it is their participation that may make a positive contribution to the development of a school from underperforming to performing.



Heystek 2011

Figure 1.1: Complexity of Development

Source: (Heystek, 2011)

The intersection between motivation, context, teachers and leadership play an important role in development. The diagram illustrates that development implies a change from a current to a new situation involving the physical, emotional and cognitive parts of the individual. However, change (considered to be an integral component of development) is also associated with resistance (Bush & Heystek, 2006:63 and Bulach, 1985:3), as teachers may feel that they are not what they ought to be. Change brings with it perceptions of uncertainty (Stensaker & Meyer, 2012:108). Uncertainty may influence participation in development activities negatively. This may lead to resistance and should thus be addressed in the development process. Development encompasses self-development, personal and professional development, all of which may be voluntarily or forced. The approach towards development is thus important.

Heystek (2011) suggests five steps for effective development. Firstly, people should realise that they are imperfect. Secondly, they should search for possible reasons for being imperfect. Thirdly, these factors (reasons) must be developed. Fourthly, it should be implemented. Continually it should be assessed. These steps imply that staff development should be approached with the interest of the people (teachers) in mind who it intends to develop. Behaviour, being part of development, is influenced by people's motivation (Martin & Dowson, 2009:328). People tend to ask: 'What is in it for me'? (Bruce & Pepitone, 1999:7). This refers to benefits that are expected by participants. Schunk, Pintrich and Meece (2008:261) claim that rewards have a prominent place in motivation theory and they believe that rewards control behaviour. Therefore, the rewards people may receive, whether internal or external, may motivate them to participate in a specific activity. Thus, an exploration of staff development and motivation and the factors impacting on it, is of cardinal importance for our current education system, as it influences the participation of teachers in these development activities.

1.3.4 The principal

As with the performance agreement, the person with power usually determines the terms of agreement and the motivational factors. The study will therefore focus on the principal, as the principal supposedly has the most power at school. The principal is thus the determining factor in the motivational aspects for change and development. Dimmock and Walker (2005:36) state that motivation and staff development are key elements in leadership. Bush

and Heystek (2006:68, 74) claim that leaders have the responsibility to develop learning. The principal therefore plays an important role in initiating and sustaining staff development activities and in the motivation of teachers to enhance teaching and learning as the principal is accountable to develop staff for improvement in achievement (DoE, 1998).

1.4 RESEARCH QUESTIONS

The questions I will attempt to answer in this study are the following:

- What motivates staff to participate in staff development activities?
- What is the link between motivation and staff development in underperforming schools?
- What factors can hinder or enhance staff's participation in staff development activities?
- What are teachers' and principals' perceptions and expectations of staff development activities?
- What are the aims of staff development activities?
- What is the role of the principal in staff development?

The main research question to be explored is: How can motivation serve as a catalyst for initiating and sustaining participation of teachers in staff development activities in underperforming secondary schools?

1.5 RESEARCH AIM AND OBJECTIVES

The aim of this study is

- To determine factors which motivate staff to participate in development activities.

The objectives of this study are

- To explore the importance of motivation in staff development in underperforming contexts.
- To determine factors that can hinder or enhance participation of staff in staff development activities in underperforming contexts.
- To explore teachers' and principals' perceptions and expectations of staff development activities in underperforming schools.
- To discuss the aims of staff development activities in underperforming schools.
- To explore the role of the principal in motivation and staff development.

1.6 KEY WORDS

The key words for this study are: adult learning, change, development, extrinsic motivation, intrinsic motivation, resistance, staff development activities and underperforming schools.

1.7 CLARIFICATION OF TERMS AND CONCEPTS

This section aims to clarify concepts relevant to this study that are at times used interchangeably.

1.7.1 Development

This implies a change in the way people are currently doing their work, not just a change of the curriculum or methodology. Subsequently this implies a change of attitude, of values and of determination (Heystek, 2011:10). This change suggests development in terms of learning to do things differently. Development refers to improvement (Goetsch, 2011:176), associated with growth or progress (Christie, 2008:73). Development therefore holds the reward of improvement in teaching and learning as it aims to improve capacity, skills and current practices.

1.7.2 Professional development/ Staff development

According to Kwakman (2003:152) professional development is the process by which teachers acquire the new knowledge, skills and values which will improve the service they provide. Professional development is also commonly referred to as staff development. The PAM (DoE, 1998) states that professional development is the extent to which the teacher acquires further and new skills and expertise in his/ her learning area, as well as in educational thinking, administration, management and vocational and technical areas. Christie (2008:202) views staff development as in-service professional development, as life-long learning, aiming to enhance teaching and learning. Staff development thus consists of a variety of formally arranged and informal activities (including reading, surfing the internet, coaching, workshops and many more daily activities of teachers) aiming to enhance teaching and learning. It is thus linked to the direct work of staff. In this study, the concept and activities of staff development will refer to the teacher component of staff in a school.

1.7.3 Self-development

Cord and Clements (2010:287) claim that self-development refers to individual development (the development of the self) focusing on communication, interpersonal skills and personal insights. This also aims to manage conflict which is common in school settings. Furthermore,

it refers to the individual being active and taking the initiative in his/her own development instead of relying on the principal or staff development team (SDT) to develop him/ her. Self-development can thus be part of training, personal development, and development in general.

1.7.4 Personal development

Personal development entails not only the development of the self, but also of others. It improves awareness and identity and develops potential and talents (http://en.wikipedia.org/wiki/Personal_development, 2012). This includes skills such as communication, mentoring or pastoral care.

1.7.5 Sustainable development

This refers to development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Schmidt, 2008:32). Development may be short term to set a process in motion (for example extra classes to enhance learning to attain the goal of 60% at the end of the academic year). However, longer term development is more associated with better possibilities for permanent and deeper change. Currently, the emphasis in schools is on short term training. Longer term development is however preferable to ensure sustainability in achievement.

1.7.6 Training

Heystek (2007:500) refers to training as the process of equipping people with tools and techniques to manage a situation better in order to achieve the aims determined by policy more efficiently. Training is thus similar to development, but the focus is short term. Training and development as activities are part of professional, personal and self-development.

1.8 RESEARCH DESIGN AND METHODS

The aim of this study is to determine how motivation can act as a catalyst to enhance staff's participation in staff development activities in underperforming secondary schools. To accomplish this, a literature review will be done on the motivation theories, adult learning theories, staff development, leadership and the context of underperforming schools. The focus will be on the interaction between these aspects. The study will be underpinned by an empirical study. The approach taken was qualitative, as it intended to investigate human experiences (Lichtman, 2011:240). As a research method, semi-structured interviews were used to explore the experiences of principals and teachers of motivation and staff development in their school context. Semi-structured interviews allowed the researcher to add

to the number of questions and change the order of the interview if it would benefit the research study (Currie, 2005:100). The necessary approval was sought by the researcher, from the relevant authorities. The participants were assured of the confidentiality of all the information given. None of the data gathered would be used to disadvantage anyone or their institution.

1.8.1 Sampling

Purposive sampling was conducted for this research. Purposive sampling refers to sampling in a deliberate way (Punch, 2005:187). Two township schools were selected based on their NSC results two years ago, where they were categorised as underperforming. After the recent (2011) NSC exam results, these schools have, however, developed to performing schools. They were thus selected to determine what factors played a role in their development from an underperforming to a performing school. The principal from each of the two schools and four teachers per school were selected, based on criteria given by the researcher. These criteria are discussed in Chapter three.

1.8.2 Data gathering

The approach was qualitative. Semi-structured interviews were used for the gathering of data. The purpose of using qualitative methodology was to understand how motivation influences teacher participation in staff development activities.

1.8.3 Data analysis and presentation

Data were analysed while it was being collected. The findings were transcribed verbatim and categorised according to themes. The data were analysed and interpreted in terms of the research questions. Punch (2005:195) states that the methods for data analysis should be systematic, disciplined and able to be seen and described. This approach was thus taken by the researcher in the analysis of the data.

1.9 FRAMEWORK OF CHAPTERS

Chapter one provides a background to the study and a postulation of the research problem. It states the goals of the study and clarifies concepts relevant to the study.

Chapter two focuses on the interplay between motivation and staff development, with particular emphasis on the role of the principal and the context of underperforming schools. This is based on literature studies.

Chapter three describes the research design and methodology. It provides a description of the sampling, data analysis, validity of the research and the delimitations.

Chapter four presents and analyses the data from the participants.

Chapter five provides a summary of the findings, conclusions and recommendations.

1.10 SUMMARY

This study aims to focus on the role of motivation in teachers' participation in staff development activities to enhance teaching and learning in underperforming secondary schools in South Africa. Are teachers motivated to take part in development activities initiated by the school or Department of Education (DoE), or to engage in self-development? What motivates them? Motivation is viewed as a catalyst to move teachers to participate in staff development activities to enhance teaching and learning and possibly to enhance learner performance.

Teachers should believe that staff development activities are worthwhile and this should motivate them to participate in it. This could involve staff development interventions from the principal to enhance teaching and learning or the normal daily development activities that teachers are engaged in. The principal is accountable to develop the staff for improvement in achievements and therefore his/ her role is explored in this study. Furthermore, Williams (2001:3) suggests that adult learning theory should be incorporated into staff development as adult learning poses challenges to development activities. It is thus important that the needs of the adult learner should be provided for.

This chapter focused on the background to the study, a brief review of the related literature, the research questions and aims, as well as the key words, research design and framework of the chapters. The following chapter reviews the literature relevant to the research areas of this study.

CHAPTER TWO: ADULT LEARNING, MOTIVATION AND STAFF DEVELOPMENT

2.1 INTRODUCTION

This chapter reviews literature on staff development, motivation theories, adult learning theories, statistics of underperforming schools, the context of underperforming schools and the role of the principal in staff development activities. Furthermore, it outlines factors that impact on the motivation of teachers to participate in development activities. The aim of this study is to focus on how motivation can serve as a catalyst, both internally and externally, for staff's participation in staff development activities in underperforming secondary schools.

Development policies imply that all people can or is willing to develop, that they have latent potential to develop. To what extent is this possible, particularly when referring to the development of adults and when working in precarious contexts? Although prescribed in the Personnel Administrative Measures (PAM), as part of the Integrated Quality Management System (IQMS) to enhance work performance (DoE, 1998), staff development is considered to be an under resourced and often misunderstood activity, mostly due to a lack of clarity (Partington & Stainton, 2003:1). The aims and expectations of staff development activities should thus be clarified. Furthermore, Partington and Stainton (2003:46) state that staff development activities has many hindrances, partly due to the motivational level of teachers and they deem an exploration of factors that motivate teachers to maintain or enhance their work performance as important. Staff development should therefore have the interest of the people whom it intends to develop, at heart by exploring the factors that motivate them. Thoonen, Slegers, Oort, Peetsma and Geijsel (2011:498) concur by stating that motivation affects learning. There are thus different factors that influence the motivation of teachers to participate in development activities.

Motivation can be intrinsic or extrinsic, based on the reasons or goals that give rise to an action (Ryan & Deci, 2000:55). According to Schunk, Pintrich and Meece (2008:249) intrinsic motivation is the willingness to take part in an activity for its own sake, whereas extrinsic motivation refers to motivation to take part in an activity as a means to an end, such as praise and reward. Fernet (2011:309) agrees by stating that intrinsic motivation refers to performing an activity for the inherent pleasure and satisfaction, whereas extrinsic motivation refers to

accomplishing an activity as a means to an end to achieve the goal. Teachers can thus be intrinsically or extrinsically motivated to participate in development activities. Furthermore, Schunk *et al.* (2008:268) state that intrinsic motivation can promote learning and achievement better than can extrinsic motivation. This implies that the focus should be on the intrinsic motivation of teachers. Sansone and Harackiewicz (2000:444) elaborate that intrinsic motivation occurs when an activity satisfies basic human needs for competence, whereas extrinsic motivation is based on extrinsic activities. The intrinsic and extrinsic reasons will therefore influence staff's orientation towards participating in development activities.

Based on the above explanations of motivation, staff development which is referred to as learning of adults (the teachers) is influenced by the motivation levels of the teachers. To achieve the aims of staff development activities it is thus important to enhance teachers' motivation levels, to get them involved in activities for developmental purposes. Martin and Dowson (2009:328) state that motivation theory can be a basis for staff development. It is therefore important to focus on the concept and practice of staff development, motivation theories and learning theories. It is also important to take cognisance that teachers are adult learners, which brings another dimension to their development and motivation to participate in staff development activities.

Participation of teachers in staff development activities is cardinal for the process of development. Thereafter the focus can be on quality of participation (which is beyond the scope of this study). First and foremost, staff must be willing to participate. The short term goal of motivation is therefore to get teachers to participate in development activities, possibly through extrinsic means. The long term goal of motivation is to help teachers become self-motivated (Goetsch, 2011:89), which is referred to as internal motivation and which is regarded as the ideal state of motivation, as it has a more positive effect on people than extrinsic aspirations (Sansone & Harackiewicz, 2000:44; Schunk *et al.*, 2008:259). Self-motivation is expected to lead to sustainable development. Therefore, how motivated are teachers to participate in development activities?

Currently teachers are faced with many changes: changes to the curriculum, methodology, an increase in administrative work, diversity issues and advanced technology which impacts on

their teaching practice. Some of these are still part of education restructuring in South Africa. This implies that teachers need to develop to implement what is expected of them. Hood (2001:21) suggests that, to compete globally, staff needs to be motivated to meet the demands of external influences. Teachers are expected to comply with the globalised needs of the education system to “produce’ students who can compete globally. Staff development activities are thus expected to develop teachers to meet these needs and to address these changes (Thoonen *et al.*, 2011:497). The aims and types of staff development activities are thus important. Can the same staff development activities be applied to all school settings to comply with the globalised needs?

In South Africa we have schools from diverse backgrounds. The majority of the previously disadvantaged schools are classified as underperforming schools (Christie, Buttler and Potterton, 2007:3). These are schools that obtained a National Senior Certificate (NSC) pass rate of less than 60% (<http://www.departmentofeducation.gov.za>, 2012). These schools are referred to as township schools. From the statistics of the NSC results of the past three years (which will be discussed in the next section of this chapter), it is evident that most or all of the previously advantaged schools are classified as performing schools (<http://www.departmentofeducation.gov.za>, 2012). Does context make a difference? In a study done by Moloï (2010:623) it was found that most of the underperforming schools are located in poor socio-economic areas. Hood (2001:21) suggests that change and development must be understood within the wider context of the organisation. Therefore the impact of context will be explored in this study.

The focus of the Department of Education (DoE) is on underperforming schools (<http://www.departmentofeducation.gov.za>, 2012) and therefore teachers working in these schools are subject to more scrutiny than their colleagues working in performing schools. The development of teachers is expected to improve the number of learners passing, as it aims at improving teaching and learning. The type of staff development activities implemented, relative to the context of the school, should be considered to promote staff’s participation in development activities with the aim of developing from an underperforming school to a performing school. Therefore, what drives teachers in the context of underperforming schools to participate in development activities? How do staff development activities support a lifelong

conception of teachers' learning to address the challenges and changes they are facing? What is the role of the principal as leader in the motivation and development of teachers in these contexts? These questions point to the motivation of teachers in their context. The following sections will attempt to answer these questions in the exploration of motivation and development of teachers in these challenging contexts.

The principal is expected to manage and lead staff development. The Employment of Educators' Act 76 (DoE, 1998) state that the principal is responsible for the development of staff training programmes to assist teachers to develop educational objectives relevant to the needs of the school. Therefore the leadership of the principal plays a key role in the motivation and development of teachers. It is thus important to obtain the perceptions and experiences of principals about their challenges and their role in the development of teachers.

This literature review will focus on the role of motivation in staff development in the context of underperforming schools. It aims at determining factors that may motivate staff to participate in development activities. Punch (2005:41) states that the literature is reviewed as part of the research planning and question development stage. The literature review will however, also be incorporated after the analysis of the data. The theoretical foundation for this study is the adult learning theories, which focus on particular concepts in the learning of adults. In this literature review I will start by discussing adult learning theories. Secondly, I will reflect on the context of underperforming schools as it may influence the goals of motivation. Thirdly, I will focus on the meanings of the concepts of motivation and staff development, its aims and the consequences thereof. Lastly, I will discuss the role of the principal in motivation and staff development. Particular emphasis will be placed on the teachers as adult learners (who are mainly the recipients of staff development interventions), the principal (perceived to be the organiser of staff development activities and development interventions and expected to motivate teachers) and the context in which these factors interplay.

2.2 ADULT LEARNING

Lifelong learning is considered to be of interest in the current era of changes in the work environment and particularly due to globalisation. This indicates that the learning of adults is important. Malcolm Knowles' theory proposed a concept of andragogy to distinguish adult learning from pre-adult schooling (Yang, 2004:845). According to andragogy the teacher of

adults takes the role of a facilitator, whereas in pedagogy the teacher has all the knowledge. This implies that the approach to adult learning should take a different form than for children. Adult learners are diverse regarding their age, expertise, life experiences, education and personalities (Lawler, 2003:16). These differences will thus influence their motivation to engage in development activities as they have different learning styles and responsibilities.

The concept of andragogy has six core principles of adult learning. These are: adult learners need to know why, what and how to learn; adult learners are self-directing regarding self-concept; adult learners enter into educational activity with prior experiences; adult learners are ready to learn in relation to their developmental tasks and social roles; adult learners are motivated to learn regarding to orientation of application; and adult learners are motivated to learn by internal factors rather than external factors (Yang, 2004:845). These principles focus on the needs of the adult learner and the social impact on their learning. Gregson and Sturko (2007:5) and Lawler (2003:17, 18, 19) identify the following six principles that should be taken into account when planning development activities for adults: create a climate of respect; encourage active participation, build on experiences; employ collaborative enquiry; guide learning for immediate application; empower through reflection and action based on their learning. The needs of the adult learner should be considered. The learning and motivation of adults thus have implications for their development. Incorporating these principles into development activities is therefore expected to motivate teachers as adult learners to participate in development activities.

2.3 CONTEXT AND STATISTICS OF UNDERPERFORMING SCHOOLS

Context is an important factor in the motivation and development of teachers. Schunk *et al.* (2008:82; 268) and Scribner (1999:239) claim that apart from personal and social factors motivation depends on contextual factors as well. Furthermore they purport that intrinsic motivation is contextual and that it refers to how people view activities and that it can change with changes in circumstances (Schunk *et al.*, 2008:268). Context thus shapes intrinsic motivation. Human Resource Development (HRD) suggests that individual direction and action are normally determined by one's value and belief system and learning occurs as an interaction between motivation and social contexts (Yang, 2004:846, 848). According to Pardee (1990:14) McClelland's motivation theory suggests that needs are learned through coping with one's environment. Furthermore, people's environment causes people to behave

in certain ways (<http://en.wikipedia.org/wiki/Social-learning-theory>, 2012). Development should therefore satisfy the needs of the teacher, the student and the institution as individual needs and motivation interacts with that of the organisation (Yang, 2004:845). Context thus plays an important role in the motivation of teachers as needs are shaped by the context.

The context of underperforming schools in South Africa and the possible influence on the development of teachers are realities in the diverse education system. As stated previously, most of the underperforming schools are located in poor socio-economic areas. Many of these are township schools which are confronted with the impact of poverty which can lead to the poor overall performance of township schools, as many teachers use more time to respond to the social needs of the learners and less time teaching (Fataar, 2009:9). These schools and communities are characterised by vandalism, crime, violence, poor infrastructure, lack of resources, overcrowded classes, gangsterism, drug abuse, teenage pregnancies and many one parent headed households (Christie *et al.*, 2007:65, 89, Mampane & Bower, 2011:114; Moloji, 2010:622). Furthermore, Fataar and Paterson (2002:7) state that these schools portray patterns of low attendance among teachers and students, a low morale within the schools and fragmented relationships between principals, teachers and students. Kwakman (2003:168) claims that an adequate infrastructure is important for development. These factors thus influence the teaching and learning process and may influence teachers' participation in development activities.

Mestry, Hendricks and Bisschof (2009:477) claim that many teachers may have a low morale due to poor working conditions. A low morale is expected to negatively influence the motivation of teachers. Thoonen *et al.* (2011:506) refer to contextual factors such as teacher interactions and cooperation, participative decision making and a climate of trust that may impact on the development of teachers. These pose particular challenges to the motivation of teachers to participate in development activities. Bubb and Earley (2010:75) suggest that teachers who work in schools in challenging circumstances need help sustaining commitment and quality in the context of their complex roles. Therefore motivation and staff development is deemed important. Pardee (1990:14) and Bubb and Earley (2010:75) suggest that identifying and addressing the specific needs will motivate teachers to adopt behaviour aimed at satisfying the needs and hence possibly enhance teaching and learning. Identifying and

addressing the needs may thus promote participation in development activities. The context of underperforming schools holds specific challenges for the motivation levels of teachers as motivation is time and context dependent (Sansone & Harackiewicz, 2000:451; Schunk *et al.*, 2008:237). It is thus important to explore the contextual factors to promote teachers' participation in development activities.

In education environments success is measured in terms of student throughput (Sass Harvey, 2005:16). The pass rate of schools is therefore important. This study focuses on underperforming schools. To this end I argue that staff development should speak to the needs relevant to the context of underperforming schools. A study done by Chapman and Harris (2004:224) found that staff development was one of the most important factors in securing school improvement in schools. Staff development should therefore be a focal point in underperforming schools. Christie *et al.* (2007:9) state that although there are still questions about whether success in the NSC exam is an adequate indicator of quality schooling, it is still the major public barometer of systemic performance. The categorisation of a school as performing or underperforming is thus important. Underperforming schools are classified based on their NSC results. This implies that these schools are required to develop from underperforming to performing schools by achieving a pass rate of 60% or more in the NSC exams.

The following section illustrates and discusses the scope of underperforming schools. Table 2.1 illustrates the 2011 results of the NSC examinations for the different provinces in South Africa.

Table 2.1: NSC results 2011

Report on the 2011 National Senior Certificate Examination • School Performance Analysis Report

Table 1: Performance of schools within certain percentage categories (2011).

		Total number of schools	0-19.9%	20-39.9%	40-59.9%	60-79.9%	80-100%	Exactly 0%	Exactly 100%
Eastern Cape	Number	915	58	175	248	244	190	4	47
	%		6.3	19.1	27.1	26.7	20.8	0.4	5.1
Free State	Number	318	1	8	51	103	155	0	45
	%		0.3	2.5	16.0	32.4	48.7	0	14.2
Gauteng	Number	771	1	16	98	210	446	0	100
	%		0.1	2.1	12.7	27.2	57.8	0	13
KwaZulu-Natal	Number	1 701	50	174	408	491	578	4	116
	%		2.9	10.2	24	28.9	34	0.2	6.8
Limpopo	Number	1 410	34	180	389	413	394	4	60
	%		2.4	12.8	27.6	29.3	27.9	0.3	4.3
Mpumalanga	Number	526	8	71	135	169	143	0	18
	%		1.5	13.5	25.7	32.1	27.2	0	3.4
North West	Number	379	2	13	52	108	204	0	45
	%		0.5	3.4	13.7	28.5	53.8	0	11.9
Northern Cape	Number	133	1	9	28	40	55	0	21
	%		0.8	6.8	21.1	30.1	41.4	0	15.8
Western Cape	Number	417	1	4	28	117	267	0	92
	%		0.2	1	6.7	28.1	64	0	22.1
National	Number	6 570	156	650	1 437	1 895	2 432	12	544
	%		2.4	9.9	21.9	28.8	37	0.2	8.3

NB: Twenty two (22) Examination Centres that registered for the examination did not finally present any candidate for the 2011 NSC examination.

source: (<http://www.departmentofeducation.gov.za>) Accessed April 2012

The results show that 2 243 schools in South Africa are underperforming schools based on the NSC results of 2011. This indicates 34.1% of the schools that were involved in the NSC exam during 2011. The Western Cape is the province with the lowest percentage of underperforming schools, which is 7.9%, whereas the highest percentage of underperforming schools is in the Eastern Cape with 52.6%. This study focuses on schools in the Western Cape and therefore it is important to note the scope of underperforming schools in this

province. Figure 2.1 below illustrates the percentage of underperforming schools in the Western Cape for the past three years: 2009, 2010 and 2011.

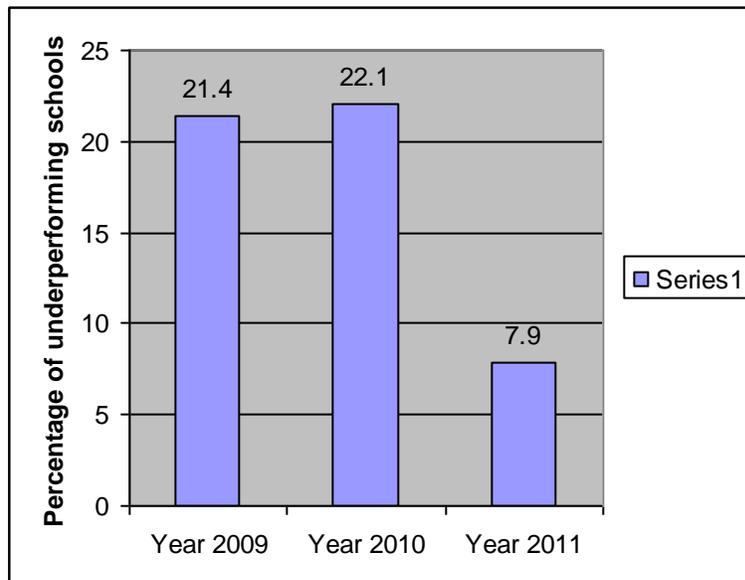


Figure 2.1: Statistics of underperforming schools in the Western Cape, 2009-2011.

The graph indicates that the number of underperforming schools has increased from 2009 to 2010, but it shows a drastic reduction from 2010 to 2011. It is possible to develop from an underperforming to a performing school in the time span of one year, based on the NSC results. The average pass percentage of underperforming schools ranges from 18.9% to 59.5% (<http://www.departmentofeducation.gov.za>, 2012). This indicates the extent of the challenges of reducing the number of underperforming schools. The results show an ebb and flow of underperforming schools. The school can thus be a performing school one year and the very next year an underperforming school and vice versa. Therefore sustainable development is needed to ensure that schools remain performing schools. This study focuses on what can be done (and how it can be done) to aid in the participation of staff in development activities, with the possibility of improving performance and thus categorisation as a performing school.

As mentioned in the report on the 2011 NSC results, the minister stated that schools of excellence are usually asked to share their good practices and skills (<http://www.departmentofeducation.gov.za>, 2012). This study however, focuses on the

schools that were not excellent in previous NSC exams, to determine how the experiences of teachers in these schools affect their development and subsequently their teaching and learning. The report further states that substantial progress has been made at many previously disadvantaged and poorer schools in 2011. This is evident from the statistics. In the Western Cape the number of underperforming schools was reduced from 78 in 2010 to 30 in 2011. The focus of this research is that staff development should speak to the needs relevant to the context of underperforming schools. A study by Chapman and Harris (2004:224) found that staff development was one of the most important factors in securing school improvement. The questions raised by the context of these schools are: What works for these schools in their particular circumstances? What are the challenges they are facing and how do they address it to promote staff's participation in development activities? As mentioned previously, a top priority of the Western Cape Province is to reduce the number of underperforming schools even further. How can good practices and skills thus be used to motivate teachers to participate in development activities?

The following section focuses on how motivation can serve as a catalyst to improve participation of teachers in development activities with the focus on teachers as adult learners.

2.4 MOTIVATION

2.4.1 Conceptualisation of motivation

What is motivation and why is it important for teachers and their development? Various researchers describe motivation in different ways. Following are some definitions of motivation. Martin and Dowson (2009:328) define motivation as a set of interrelated beliefs and emotions that influence and direct behaviour. According to the Motivational Systems Theory of Martin Ford (Schunk *et al.*, 2008:176) motivation provides the energy and direction for behaviour. Ahl (2006:387) states that motivation is conceptualised as something that "energises human behaviour" and that research on motivation is concerned with "what creates human action". Goetsch (2011:89) and Ryan and Deci (2000:54) contends that to be motivated means that you are "driven to do something". Schunk *et al.* (2008:4) and Porter *et al.* (2003:1) clarify that motivation is derived from the Latin verb *movere* which means "to move". Schunk *et al.* (2008:4) elaborate that motivation has various definitions: behavioural responses to stimuli, enduring traits, sets of beliefs and affects. These definitions indicate that

motivation is a form of movement. As mentioned previously, motivation can be either intrinsic or extrinsic. People can thus be motivated (moved) by intrinsic factors or extrinsic factors to participate in development activities.

Based on the above descriptions, motivation can be experienced as a stimulus that influences behaviour. Engaging in an activity can imply a form of behaviour. Moreover, participation in staff development activities is a form of behaviour that is stimulated by the perception of gaining a positive outcome, which is significant to the individual. Thoonen *et al.* (2011:504) assert that in motivation research a distinction is made between motivated behaviour and motivational factors. The former refers to professional development and the latter to those factors that influence the behaviour. In the context of schools there are thus many factors that influence the motivation (intrinsic or extrinsic) and development of teachers. The motivation of teachers is therefore important, particularly to comply with the rapid development of the globalised world (Sahoo, Sahoo & Das, 2011:21). This study intends to explore what factors would stimulate teachers to participate in development activities.

What factors have sufficient power to energise behaviour and thus generate movement of teachers to participate in development activities? According to science, energy cannot be created or destroyed, but it can only be transformed from one form to another. This means that all objects, humans (teachers) included, have latent energy, the potential energy which needs to be transformed into kinetic (movement) energy. The implication of this is that all teachers have the potential to develop. Social learning theory derived from the work of Albert Bandura, proposes that motivation means “having a reason” (<http://en.wikipedia.org/wiki/Social-learning-theory>, 2012) to do something. Therefore, what factors could give teachers a reason to move to participate in development activities?

The following section discusses various motivation theories that can be applied in the work context of teachers and factors that may influence their motivation to participate in development activities.

2.4.2 Motivation theories

Teachers are adults and therefore the factors that motivate adult learners to participate in development activities, as part of lifelong learning, are important (Ahl, 2006:385). This section

will discuss various motivation theories and how it may impact on adult learning in the context of underperforming schools. It is important to note that theories usually have some critique against it. However, theories may have some validation and explanatory aspects which can be used. Heystek (2011:11) states that motivation theories may differ in their approach or emphasis where some may focus on the individual, the environment or both. Hence some theories can be viewed as applicable through evaluation of the specific purpose.

There exists a multitude of motivation theories therefore a selection was made to discuss theories that may be applicable to the work place of teachers and for the purposes of this study. It should also be noted that there is no universally accepted way of categorising the various approaches to motivation (Porter, Bigley & Steers, 2003:23). The approach used in this chapter is thus to facilitate the discussion for the purposes of this study. Following is a discussion of the selected theories and its possible application in underperforming schools' contexts with the focus on adult learners.

2.4.2.1 Economic Theory

The economic theory refers to the use of rational decision making of humans in their own self-interest. People tend to ask: "What is in it for me"? This implies that rewards in the form of money may serve as a driving force for development (Hildebrandt & Eom, 2011:421). However, rewards are not only monetary. Rewards may refer to satisfaction, contentment or competence in completing a task. Earley and Weindling (2004:175) state that for adults to be motivated, they must be involved in the decisions about the rewards. Development must be rewarded and the reward must be acceptable for adult learners. If adults feel they will gain, whether intrinsic or extrinsic, they are more likely to engage in an activity. In the case of underperforming schools, a reward can motivate individuals to care more about doing well (Sansone & Harackiewicz, 2000:87). This may lead to an increase in participation of teachers in development activities to promote learner achievement. Financial gain could prove useful in covering the expenses usually undertaken by teachers to supplement the lack of resources. Many underperforming schools are no-fee schools, meaning that parents are not expected to pay school fees, therefore the financial state of the school is often not sufficient to supply in the needs of teaching and learning.

Furthermore, the IQMS is associated with a 1% increase in salary per annum if a teacher reaches a level described as sufficient during their performance evaluation. Financial gain is thus an aspect to consider in the motivation of teachers. However, Bisschoff and Mathye (2009:402) state that monetary rewards do not necessarily ensure sustained performance. Critique against this theory is that humans are not always acting rationally as they cannot always estimate the consequences of a decision (Ahl, 2006:387). Aspects of this theory may however be applicable in the context of underperforming schools and in the development of adults.

2.4.2.2 Vroom's expectancy theory

Victor Vroom's expectancy theory is based on the assumption that individuals make conscious and rational choices about their work behaviour (Porter *et al.*, 2003:13). It thus links with both the economic and cognitive theories. Finnigan (2005:4) elaborates that an individual is driven by the expectation (expectancy) that a particular act will lead to the desired outcome and the value that the person places on the outcome. This implies that if teachers expect that the act of participation in development activities will lead to outcomes that they value, then they will participate in it. They thus evaluate the benefits of participation and will choose that which is of higher value to them. In the context of underperforming schools the development activities presented should thus hold benefits for teachers.

2.4.2.3 Social Theory

The social theory claims that social norms can satisfy people's social and emotional needs (Ahl, 2006:389). Scribner (1999:254) states that social factors shape teachers' attitudes and expectations. Teachers must accept that social norms in which they are working will determine the development activities. If not, they may not be motivated to participate in the development. The social background of underperforming schools, as discussed previously, is characterised by fragmented relationships. The social norms may be insufficient in supplying in the needs of the teachers hence the social norms may not be motivational for them. Furthermore, learning is not only individual, but also social in nature (Kwakman, 2003:152; Earley & Weindling, 2004:175). This implies that group work, collaboration and interaction with other people are important as it could create a culture in which further learning and development is supported and stimulated. Hildebrandt and Eom (2011:421) elaborate that collaboration reinforces the need for relatedness. Day (1999:73) emphasises that shared purposes and positive interpersonal relationships in collaborative cultures enhance adult

learning. The social factors are thus important in staff's motivation to participate in development activities.

2.4.2.4 Psycho-biological theory

The psycho-biological theory as discussed in Ahl (2006:389) state that different kinds of behaviour of humans are driven by instincts and emotions. When linking this statement to the learning of adults, it implies that adults' instinct and emotions affect their motivation to exert behaviour of participation or non-participation in development activities. Day (1999:125) agrees that emotion affects motivation. This implies that knowing what the driving forces are can cause certain behaviour to be displayed. Thus, this driving force can be used to motivate a desired behaviour. In underperforming school contexts psycho-biological factors such as fear and danger may prevail due to the location of the school and the factors impacting on it, as discussed previously. Furthermore, the fear factor may be enhanced if teachers are threatened that they may lose their jobs if the school does not develop to a performing school according to the criteria of the DoE. Although this is also a type of motivation to promote participation in development activities, it is preferable that motivation should be associated with positive feelings. Focusing on positive feelings such as joy, happiness and contentment may promote intrinsic motivation. Intrinsic motivation can encourage longer term positive feelings. Critique against this theory is that it used primate behaviour and applied it to humans (Ahl, 2006:389). However, the instincts and emotions of teachers are important driving forces which may influence their participation in development activities.

2.4.2.5 Learning theory

The learning theory discussed by Ahl (2006:390) claims that behaviour is learned. Based on their experiences teachers may associate certain behaviour with certain outcomes, which may influence their motivation to participate or not to participate in development activities. Adults come to the learning situation with prior knowledge, skills, interests and competence (Earley & Weindling, 2004:175; Yang, 204:845). This influences their participation in development activities. Adults must know why and what they learn. This may motivate them to be actively involved in development activities. It is important to take cognisance of the qualifications of teachers to ascertain their prior knowledge and skills to design appropriate development activities. Day (1999:205) states that the learning experience should be relevant to the intellectual and emotional needs of teachers as adults. Their prior learning should thus

be taken into consideration when planning development activities as it will influence their motivation to participate in development activities.

Earley and Weindling, (2004:175) state that adults will resist learning situations which they believe are an attack on their competence. This implies that teachers will not participate in development activities if their experiences are not valued. Furthermore, it indicates that teachers' experience or history of certain aspects will influence their decisions of participation or non-participation. Critique against this theory is that it does not take into account any mental considerations (Ahl, 2006:390). The person is made of body (the physical) and mind (the mental). Therefore, it is not only the physical action, but also the mental (the thoughts or perceptions) that drives people to display a certain behaviour.

2.4.2.6 McClelland's learned needs theory

David McClelland's learned needs theory identifies four needs derived from learning through life experiences. These needs are: the need for achievement (n Ach), the need for power (n Pow), the need for affiliation (n Aff) and the need for autonomy (n Aut) (Evans, 1998:37). Porter *et al.* (2003:11) state that these needs affect the way people perceive their work situations. The perception that the person has, will thus motivate him/her to use behaviour to satisfy the need.

The need for achievement is of particular importance for underperforming schools, as they need to achieve a pass rate of 60%. To provide in the need for achievement Porter *et al.* (2003:11) suggest that personal responsibility and feedback are important factors. These factors should thus be taken into account when working with adults. Evans (1998:37) elaborates that the need for power involves the exercise of control over someone else. This refers to people who want to have more control over others and who wants to be in a leadership role. Furthermore she (Evans, 1998:37) indicates that the need for affiliation refers to the establishment of good interpersonal relationships. People with a need for affiliation value friendship. The need for autonomy is characterised by working alone. People with a need for autonomy do not usually value interpersonal relationships in their work context. In the school context, the individual members of staff may portray one or more of these needs. Depending on the needs of teachers, the characterisation of these needs can thus be incorporated into staff development activities to supply in the needs of teachers.

2.4.2.7 Cognitive theory

The cognitive theory studies people's thoughts, as it assumes that people's thoughts influence their behaviour (Ahl, 2006:392). How their ideas are conceptualised is regarded as important. The focus is therefore on individual differences. What is important to one person is not necessarily important for another person. In the case of teachers, this implies that not all teachers, not even in the same school, have the same thoughts and not all of them will display the same behaviour. Individualisation is therefore appropriate when working with adult learners (Earley & Weindling, 2004:175). Furthermore, the history and experiences of people influence their conceptualisation. As mentioned previously, adults come with prior experiences which influence their conceptualisation of events and consequently their behaviour. The challenges in the context of underperforming schools expose teachers to particular experiences which influence their conceptualisation of events and therefore their thoughts. Their perceptions and experiences of their context and their ideas of what will satisfy them are thus important to explore in the pursuit of motivating these teachers to take part in development activities, as they are the ones involved in this context and confronted by these challenges. Critique against this theory is that it makes unrealistic assumptions about the cognitive capabilities of people. However it is stated (Ahl, 2006:393) that cognitive theories such as self-efficacy theory, goal theory, control theory and attribution theory presently dominate the motivation theories.

2.4.2.8 Goal theories

Goal theory focuses on the cognitive direction of behaviour. The goal oriented motivation theories claim that a desire, or need, or goal, is a primary motivating force (Heystek, 2011:12). The goal of underperforming schools is to increase performance to a NSC pass rate of 60%. To achieve this goal will therefore depend on the individual, as well as the team. Therefore, individualisation as well as collaboration is important. This specific goal (reaching a target of 60% pass rate) could have internal motivational value as it can be experienced as a challenge which is regarded as an internal motivator (Sansone & Harackiewicz, 2000:122). It also serves as an external motivator as the goal of 60% is presented by an outside source (the DoE). Reaching the goal can thus be an extrinsic factor. This depends on how it is presented to act as a motivator. It can be associated with positive or negative feelings which will influence the direction of the behaviour.

Porter *et al.* (2003:115) state that goals have an internal and an external aspect. They elaborate that joint goal setting leads to higher commitment, but that assigned goals does not necessarily undermine intrinsic motivation. This indicates that even though the goal is set by the DoE, it can still motivate teachers intrinsically. Teachers should however notice the importance of an increase in results for it to be motivational. Self-efficacy, which is a component of Bandura's social cognitive theory, is an important concept in goal setting theory (Porter *et al.*, 2003:117, 132), where self-efficacy refers to an individual's belief about his/her capabilities of executing a task. In the case of underperforming schools, teachers should thus believe that they are capable of promoting learner performance to achieve the goal of 60%. This could aid in the intrinsic motivation of teachers.

According to Heystek (2011:13) the achievement and goal oriented motivation theories link strongly to relationships. This implies that the relationships between principals and teachers and teachers among each other are important motivational factors (Day, 1999:73, 83). Baskas (2011:3, 5) agrees by stating that working with people with similar interest is an important motivator for adults. Fragmented relationships should thus be restored. The building of positive relationships could serve as a goal and motivational factor for the development of teachers. Positive relationships enhance collaboration, cooperation and interaction which are of particular importance for teachers to learn from each other. The social learning theory of Albert Bandura posits that people learn from one another through observation, imitation and discussion (<http://www.Social-learning-theory>, 2012). In the current school mentoring and support system, the different subject teams of the various schools have established groups of teachers, implemented by the DoE, which lend interschool support. This enables schools from diverse backgrounds to learn from each other and support each other, which could be valuable to teachers in underperforming schools. Relationships should thus be built to enhance collaboration.

Scribner (1999:246) states that adults are goal oriented. Therefore, if teachers have a goal they are more likely to try to attain that goal. Earley and Weindling, (2004:175) state that adults learn when the goals and objectives are considered realistic, important, and job related. Adults want to be involved in the selection of objectives and they need feedback about progress towards their goals (Porter *et al.*, 2003:117; Gregson and Sturko, 2007:5).

Their involvement in the establishment of goals and feedback about the progress towards the attainment of the goals may motivate them to participate in development activities.

2.4.2.9 Attribution theory

The attribution theory identifies attributes such as luck, task difficulty, ability and effort as having an impact on the behavioural responses of individuals (Heystek, 2011:13). *How* individuals perceive tasks is thus a contributing factor in the behaviour they display. Furthermore, the value of these attributes to contribute to achieving the goal, are influenced by the context. In underperforming schools it needs to be considered how difficult it is to attain the goal of performance according to DoE criteria. The more difficult the attainment of the goal, the less motivational it may be. Heystek (2011:13) elaborates that the ability, perceptions and effort of principals and teachers to attain this goal influence the motivation of teachers.

2.4.2.10 Maslow's need-driven theory

One of the most cited theories is the need-driven theory of Abraham Maslow. This theory refers to a hierarchy of needs which claims that behaviour is partially motivated by external factors, but even more so by intrinsic human needs. Pardee (1990:8), Clarke (2007:39) and Goetsch (2011:90) refer to Abraham Maslow's hierarchy of needs according to which people are motivated by basic human needs which can be categorised from the lowest to the highest level. These needs are the physiological needs (survival), safety and security needs, social needs (belonging), esteem needs (prestige) and self-actualisation (self-fulfilment) needs. Figure 2.2 below illustrates these needs. According to Maslow, once a given need has been satisfied, it no longer serves as a motivator (Sahoo *et al.*, 2011:25). Goetsch (2011:91) further claim that the former four needs provide the context for external motivation. Self-actualisation is regarded as intrinsic motivation. The need will thus 'drive' the teacher to participate in certain development activities.

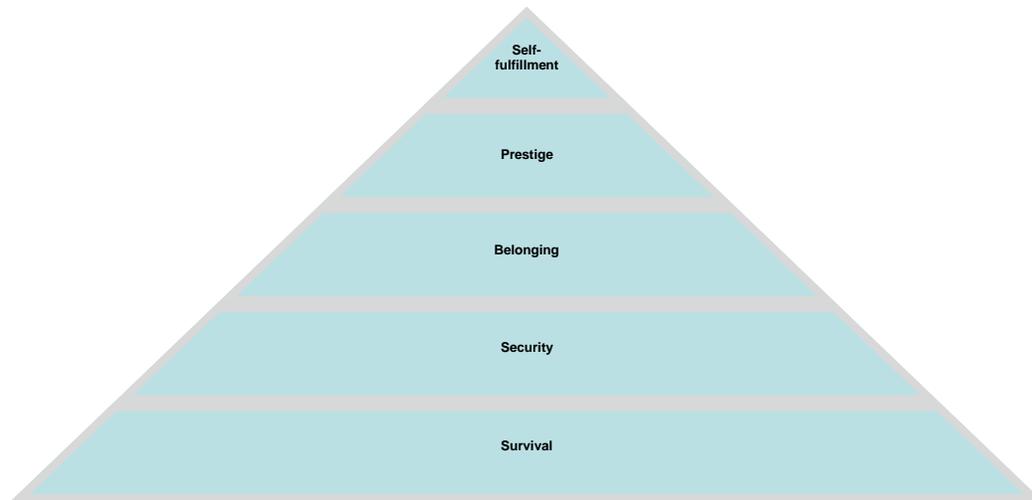


Figure 2.2 Maslow's Hierarchy of needs

Source: Clarke (2007:39)

Clarke (2007:3) emphasises that you cannot motivate people if you don't know and understand their values and needs. Principals should therefore know the needs of the teachers. Goetsch (2011:111) states that where the individual is in Maslow's hierarchy of needs will motivate him/her. Adults with their vast range of experiences are at different levels of this hierarchy. Day (1999:141) refers to age, expertise and commitment that influence the development needs of teachers. Novice teachers and experienced teachers will thus be at different levels in this hierarchy of needs. It is expected that in many underperforming schools the needs are for survival, security and belonging to counteract the many negative factors associated with schools in these contexts. This may in turn influence the development needs of teachers and the factors that will motivate them to participate in development activities.

Critique against this theory is that some needs may end up being more important than others (Schunk *et al.*, 2008:78). Individuals can thus be at different stages in this hierarchy at any given time. Even though the intensity of the motivational drive may differ at the different levels, it is still a motivational factor.

2.4.2.11 McGregor's theory X and Theory Y

Douglas McGregor's Theory X and Theory Y approach proves useful in the context of underperforming schools, in the exploration of motivation as a catalyst for development. This

theory focuses on the person and provides approaches to follow when working with people. Table 2.2 below illustrates McGregor's Theory X and Theory Y approach to people as discussed in Heystek (2011:8,9).

Table 2.2 McGregor's Theory X and Theory Y

<i>THEORY X</i>	<i>THEORY Y</i>
Not inclined to work hard.	Will work hard.
Must be driven by an external force.	Naturally motivated.
Need autocratic form of management and leadership.	Need a more democratic kind of management and leadership.

As evident from the table, Theory X people refer to people who need some type of extrinsic factors to motivate them to do what is expected of them. This can be done in the form of rewards given after or before completion or participation in the activity. The theory Y approach on the other hand, refers to people who are intrinsically motivated. They usually do not need external factors to motivate them to perform or participate in activities. According to Heystek (2011:8, 9) these perspectives about people relate to trust. This refers to the belief whether people are self-motivated or that they need special motivation. It relies on evidence of activities and action (Heystek, 2011:9). According to Day (1999:85) leaders should demonstrate trust in teachers to enhance teacher empowerment. Furthermore, Heystek (2011:9) states that trust relates to the expectancy theory which claims that people will live according to the expectations that were determined for them. The approach taken thus influences the behaviour of participation or non-participation that teachers may display. A theory Y approach is suggested to aid in the participation of teachers in development activities as this approach may make teachers feel valued.

2.4.2.12 Herzberg's two-factor theory

The final theory that will be discussed in this section is the two-factor, motivation-hygiene theory of Frederick Herzberg. This theory identifies five factors which are categorised as factors that motivate people. These factors are achievement, recognition, responsibility, advancement and the work itself (Evans, 1998:36). The second set of factors, such as money and supervision are called hygiene factors as it cannot motivate people (Evans, 1998:36). The former set of factors is regarded as growth factors as it relates to tasks, whereas the

latter is expected not to play a role in the growth of individuals. It is thus important to consider these factors in the motivation of teachers, as these factors may catalyse the development of a school from underperforming to performing.

2.4.3 Factors impacting on motivation

As mentioned, motivation can be intrinsic or extrinsic. There are however factors that may hinder motivation (Ahl, 2006:394). The factors that impact on motivation (whether enhancing or hindering) have their roots in the different motivation theories, varying between the theories. These factors are divided into three groups by Ahl (2006:394): dispositional (personal characteristics), situational (life situation) and structural (institutional) as illustrated by Table 2.3.

Table 2.3 Factors impacting on motivation

<i>DISPOSITIONAL</i>	<i>SITUATIONAL</i>	<i>STRUCTURAL</i>
Insufficient self-confidence	Lack of time	Lack of availability of opportunities
Insufficient self-efficacy	Lack of interest	Lack of information
Negative experiences	Lack of expected results	Lack of study financing
		Scheduling problems
		Pedagogy not suited for adults
		Social norms
		Work organisation

Source: Ahl (2006:394)

This model assumes that it is possible to affect motivation and hence behaviour by amending the barriers. This implies that if the barrier is removed, motivation will re-emerge. In the context of underperforming schools these factors are of significance as teachers need to know that they are valuable and their pedagogies are meaningful. However, being an underperforming school may imply that teachers need to change their way of teaching (as discussed in Chapter one). The type of motivation used should therefore take into account the disposition of the teacher in the context of their experiences in an underperforming school.

How teachers view themselves are important. An underperforming school is negatively labelled that it does not perform as required by the DoE. This may in turn impact negatively on the self-efficacy and self-confidence of teachers. The teachers' experiences may therefore be associated with negativity. These factors may prove significant in the motivation of teachers to participate in development activities. The external motivational strategies implemented should thus be meaningful to the teachers to build their self-confidence and self-efficacy, despite negative experiences.

Time, as a situational factor is of particular importance to adults (Scribner, 1999:254) as adults mainly have time constraints due to family responsibilities and their conditions of service. The teaching profession, in particular has fixed times allocated for specific academic activities, not necessarily developmental activities. According to the Employment of Educators Act 76 (DoE, 1998) professional development is scheduled for outside the formal school day, where the formal school day comprises of seven hours per day. *When* the development activity is scheduled to take place is therefore a big motivator or barrier for participating in these activities. Furthermore, Baskas (2011:4) states that interest is the driving force behind intrinsic motivation, as adults need a reason to learn – they must value it and therefore have an interest in it. Ahl (2006:395) and Scribner (1999:246) concur by stating that adults will be interested if they know that they will benefit from an activity as they are goal oriented. Once again: “What is in it for me”? The feasibility of the benefit (result) will therefore provide the interest which will generate the behaviour. Expectations of teachers should not be too high or too low. It may however change as the situation changes. The challenges may pose expectations and the goals may initially be low, but it will build up as development takes place. Moreover, adults need accurate feedback about progress towards their goals (Earley & Weindling, 2004:175). These factors may promote participation in development activities.

The structural factors depicted in Table 2.3 pose particular challenges for the participation of teachers in development activities in underperforming schools. Opportunities need to be created for teachers to participate in development activities. Principals are not only in the position to provide opportunities for development, but it is also part of their job description. Teachers should have enough information to know how they will benefit from the development activity. They need to know what is in it for them. Furthermore, financing should

be made available should it be needed for participation in development activities. The possible financial position of underperforming schools was discussed briefly in a previous section of this chapter, which indicates that finances play an important role in these schools. Scheduling is depicted as a structural factor that impacts on the motivation of teachers. Scheduling problems usually arise due to time constraints which could be related to teachers as adults as well as the organisation of the work place. Scheduling may therefore have an impact on the motivation of teachers to participate in development activities. Moreover, the pedagogy should be suitable for adults as they come with prior experiences and knowledge. Their prior knowledge should thus be taken into consideration as this will influence the interest they have in development activities. Furthermore, social norms are depicted as a structural factor. Social norms usually determine the type of development activities presented. Teachers should thus accept the social norms prevalent in their context. The last factor indicated in the table, work organisation, refers to the order or structure of doing things in the school. This includes collaboration, relationships and the hierarchical nature of schools. The organisation of the work place itself is the responsibility of the employer (in the case of a school, the principal) to ensure optimum conditions that can promote motivation to participate in development activities (Ahl, 2006:395).

The above discussion indicates that a number of factors influence teachers' participation in development activities. The dynamics of these factors influence the motivation of teachers to engage in professional learning activities. Kwakman (2003:157) states that teachers need a supportive environment to participate in staff development activities. What constitutes support? Day (1999:68) mentions supportive strategies such as staff development opportunities, collaboration, time, materials, financing and assistance in problem solving. The factors impacting on teachers' motivation are thus important in supporting them. These could enhance teachers' participation in development activities. Furthermore, taking teachers out of their comfort zone may be supportive. Lemberg (2007:14) states that comfort is defined as "pleasurable ease". This implies doing the same things over again, despite changes taking place. Teachers should be introduced to the changes and new opportunities outside their comfort zones. Lemberg (2007:14) elaborates that taking teachers out of their comfort zones can lead to collaboration and sharing of learning to improve practices. The comfort zone relates to Newton's first law of motion which states that "an object at rest will remain at rest

unless acted upon by an unbalanced force” (<http://en.wikipedia.org/wiki/Newton's-laws-of-motion>, 2012). This implies that teachers in their comfort zones will keep on doing the same things over and over again unless there is ‘something’ that pushes them out of it. Therefore the factors that have an impact on teachers’ participation in development activities should be used to energise teachers to move towards development. Understanding the motivational factors and other characteristics affecting teacher development can facilitate and support teacher development (Hildebrant & Eom, 2011:422.)

2.4.4 Purpose of motivation towards development

What is the purpose of motivation for teachers? Is it necessary to motivate teachers to develop? Goetsch (2011:89) states that the short term goal of motivation is to encourage staff to achieve peak performance and continual improvement. Peak performance in the case of underperforming schools is to become a performing school, a school with a NSC pass rate of 60% or higher. This encouragement can be in the form of inspirational talks, or even threats of losing your job (which is negative) which relates to external motivation as it is reward driven. What happens when schools achieve the 60% target? Will they still be motivated to develop to a next level? Is the expectation to achieve 60% realistic enough for teachers to be motivated? Adult learning theory states that the goals must be realistic (Earley & Weindling, 2004:175) for adults to take part in development activities. However, the long term goal of motivation is to ensure sustainable development, focusing on the internal development of teachers. Teachers should therefore participate in an activity because of enjoyment and interest as it can promote learning and achievement better than extrinsic motivation (Schunk *et al.*, 2008:268). The focus should thus be on intrinsic motivation.

Learning is dependent on the motivation of the individual. Being motivated should therefore assist in development as development entails learning. The internal change at individual level should be taken into account (Yang, 2004:849) when organising staff development interventions. The effective use of a combination of both intrinsic and extrinsic motivation can motivate staff to be committed as the same factors that enhance intrinsic motivation, can enhance extrinsic motivation (Sansone & Harackiewicz, 2000:310, 346). Goals are important in intrinsic motivation as it influences how an individual approaches and experiences a developmental activity (Sansone & Harackiewicz, 2000:98). Hence, are the 60% performance

criteria sufficient to motivate teachers to improve their effort, dedication, time management and priorities to participate in development activities to improve the school's performance?

Pardee (1990:5) states that motivation is an important element in improving work productivity. Furthermore, he uses the theory of Herzberg claiming that the psychological basis of motivation is the need for personal growth. This implies that the needs of teachers play a role in their motivation to engage in a staff development activity. Empirical evidence by Vithessonthi and Schwaninger (2008:143) suggests that job motivation is related to attitudes and outcomes. Yang (2004:846) states that motivation determines the individual's decisions to enter or exit a self-directed learning activity. Hence motivation is an important aspect in the staff development process.

2.4.5 Motivated teachers

Who are the motivated teachers and how is a motivated teacher recognised? Hildebrandt and Eom (2011:417) claim that motivation is difficult to observe as motivation is a vague construct. On the other hand, Schunk *et al.* (2008:13) suggest that motivation can be assessed in various ways, through direct observations, rating by others and self-reports. Furthermore, they claim that persistence is commonly used by researchers as a measure of motivation (Schunk *et al.*, 2008:2). Myers (1964:73) by referring to Herzberg, claims that the following factors indicate a motivated worker: a sense of achievement, recognition, responsibility, enjoying the work, advancement and growth, associated with self-actualisation of the individual. Sansone and Harackiewicz (2000:115) and Thoonen *et al.* (2011:505) claim that commitment is also an aspect of intrinsic motivation. There are thus different views on what constitutes a motivated teacher.

How does the factors and characteristics of a motivated teacher relate to teachers in underperforming schools? Those whose subjects performed well should be recognised and those whose subjects did not perform well should not be judged, but be encouraged to take on the challenge of increasing performance. The report by the minister, on the 2011 NSC results, (<http://www.departmentofeducation.gov.za>, 2012) states that schools should not be judged by the statistics of the NSC exams, as there are many other factors that indicate the output of schools. Recognition is regarded as an important factor as adults are in need of positive feedback and rewards. The value of teachers should thus be recognised. Hildebrandt

and Eom (2011:417) state that growth occurs when teachers set their own career goals and collaborate with others. In underperforming schools it is thus important to ensure opportunities for interaction among teachers and different schools to allow growth. Responsibility as an indication of motivation refers to a sense of control. This implies giving teachers the opportunity to perform tasks to enhance their leadership capabilities. Furthermore, teachers will enjoy the work that they do if it interests them. Taking these indicators of motivation into consideration can thus facilitate the motivation of teachers.

2.5 STAFF DEVELOPMENT

2.5.1 Conceptualisation of staff development

The PAM (DoE, 1998) prescribes 80 hours of professional development (staff development) for teachers per annum. Why is staff development considered to be an important part of education? What does staff development activities entail and how does it affect the school and teachers? Is it viable within the context of the individual school? Why do some teachers willingly engage in staff development activities and others not? The following sections will attempt to answer these questions to clarify the concept and activities of staff development.

The IQMS requires that teachers complete a personal growth plan based on their needs and subsequently, the completion of a school improvement plan based on the general needs of the school as a whole, including the personal growth plan of the teachers (DoE, 1998). Hence, the staff development coordinator should arrange development activities that address those needs identified, with the aim of improving teaching and learning and the possible effect of better learner performance. This is of particular importance in striving to develop from an underperforming school to a performing school. However, many staff development activities focus on task oriented issues and not on personal development. Personal development is important as it relates to the emotional factors of the individual which is important for intrinsic motivation. The formal development activities arranged should thus focus on task development as well as personal development of teachers.

The Department of Basic Education recently introduced a development plan, the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025 (ISPFTED) (<http://www.departmentofeducation.gov.za>, 2012). The aim of this plan is to improve the quality of teacher education and subsequently to improve the quality of teaching

and learning. The plan states that teacher appraisal through the IQMS does not evaluate competence sufficiently to assist teachers to identify their needs and it aims to de-link appraisal for development from appraisal for remuneration (DoE, 1998), to ensure that the focus is on development. Heystek (2007:499) agrees by stating that assessment does not ensure improvement and educational development. Furthermore, the participants in a study done by Bisschoff and Mathye (2009:402) claimed that the IQMS is inconsistent in its content as it does not consider the contextual factors that impact on the performance of the teacher and that improving salary does not improve performance. The focus should therefore be on development.

In a study done by Chapman and Harris (2004:223) it was found that many effective and improving schools have policies in place that support staff development. Do underperforming schools have these policies? Christie *et al.* (2007:121), Christie (2008:148) and de Clerq (1997:129) state that policies may not match the context of implementation and are not always experienced as it was envisaged. Therefore, policy on its own does not guarantee either implementation or development. Furthermore the implementation of policy requires informed and willing participants. It is thus influenced by the motivation of teachers and principals. What is in it for them? Why would they put in extra time and effort if they are comfortable with their current position? Policy alone is therefore not enough to ensure development. Effectiveness and sustainability is needed to ensure development, therefore the focus should be on supporting the teachers who need to participate in the development activities.

2.5.2 Purposes of staff development

Staff development is regarded as gaining new knowledge to improve the quality of teaching practice and education management and it is based on the principles of life-long learning (DoE, 1998). Furthermore, it has the potential for enhancing the educational outcomes of students and to assist teachers to operate more effectively in the classroom by extending the experience of the teacher, developing knowledge and understanding, making staff feel valued and promoting job satisfaction (Martin & Dowson, 2009:347; Mestry, Hendricks & Bisschoff, 2009:475; Bubb & Earley, 2010:1).

Kubheka (2000:3) outlines the purposes of staff development:

- It helps to make staff aware of new developments.
- It helps prepare staff for change.
- It encourages staff to derive excitement and satisfaction from their experiences.
- It develops staff's potential according to their needs and that of the institution.

This implies that staff development activities facilitate compliance with global demands which may enhance teaching and learning and subsequently lead to an increase in performance. Furthermore, Ono and Ferreira (2010:60) identified four purposes of staff development programmes. These purposes include certification of unqualified teachers, to upgrade teachers, to prepare teachers for new roles and curriculum related courses. In underperforming schools it is expected that staff development activities should focus on developing staff to improve learner performance. The particular context of underperforming schools lends itself to development activities aimed to address their needs.

The development activities are usually organised in the form of once-off workshops, seminars, conferences or courses. However, these have been criticised as decontextualised and isolated from the reality of the school. Schools may employ reactionary development or proactive development, where the former refers to development as a consequence of change that took place and the latter to development before the change. It is preferable that schools and teachers should be proactive and progressive rather than reactive to ensure optimum opportunities for development to be effective. Ono and Ferreira (2010:62) suggest that staff development should be a long-term process, within a particular context and conceived as a collaborative process.

Partington and Stainton (2003:1) describe staff development as being concerned with releasing the potential of staff to be effective, successful, creative, and to take initiative to the benefit of students, colleagues, the institution and their own career development. Hood (2001:20) concurs by stating that survival in a fast changing world depends on the creativity, flexibility and resilience of staff. Sansone and Harackiewicz (2000:58) state that creativity is triggered by intrinsic motivation, as the individual needs to enjoy the task. Thoonen *et al.* (2011:503) state that staff development was inspired by adult learning theories and the idea of lifelong professional learning. Adult learning poses specific challenges to the

implementation, engagement in and outcomes of development activities. Four learning outcomes are distinguished in adult learning theories. These are conceptual change, reflective thinking, experimentation and innovation (Thoonen *et al.*, 2011:503). These outcomes should thus be incorporated into staff development activities.

Adults need to have control over what, where, when and how they learn (Bubb & Earley, 2010:83; Yang, 2004:845). Teachers should therefore be involved in the different stages of planning staff development activities. This may motivate them (give them a reason) to take part in development activities. According to Heystek (2011:9) control relates to the self-determination theory which implies that people who have control over their circumstances may be more motivated to be engaged in activities because they want to be involved and not because they are forced to. Collaboration is referred to as positive interdependence (cooperation) and is assumed to be based on intrinsic motivation and interaction which facilitates learning efforts, with the possible outcome of high achievement and positive relationships (Thoonen *et al.*, 2011:502). Collaboration may thus facilitate the development of a school from underperforming to performing. Evaluation (feedback or reflective thinking) is said to enhance intrinsic motivation (Sansone & Harackiewicz, 2000:22, 30) as feedback has a positive effect on adults. Adults come with previous experiences, knowledge and competencies. These have to be accommodated when planning development activities. Vitthessonthi and Schwaninger (2008:145) suggest four characteristics that induce intrinsic motivation: task variety, task significance, task identity and task feedback. Therefore a staff development plan is important to identify these characteristics and possibly engage more staff in development activities. A variety of tasks, its value and feedback may capture the interest of adults, prevent stagnation and motivate them to participate in development activities.

De Vries (2006:13) states that motivational need systems act as the operational code that drives behaviour. Given that motivation is directed at promoting a specific behaviour in a person (Pardee, 1990:6), it is an important aspect in the staff development process. Motivation of teachers is therefore important when considering staff development activities. Furthermore, development is described as a planned effort to facilitate the learning of job-related behaviour (Sass Harvey, 2005:17). Staff development activities will therefore be

different in diverse settings, based on the specific needs of the teacher and school and planned according to the desired outcomes to enhance teaching and learning.

2.5.3 Development activities

Development activities should stimulate interest to promote participation of adults to improve performance of underperforming schools. Kwakman (2003:150) states that traditional development activities for teachers include short courses, training, conferences and reading professional journals to update knowledge and skills. However, these types of development activities were usually short term. It is suggested that longer term sustainable development is needed to ensure that schools remain performing schools. Kwakman (2003:155) outlines formal and informal learning activities that teachers are engaged in during a formal school day, which aids in their development. These activities are categorised according to reading, experimenting, reflecting and collaborating. Activities such as teaching, sport and cultural activities and extra and co-curricular activities are also regarded as development activities. The activities are related to the specific needs of the teachers in the context of the school. Development does not only imply the increase in knowledge and enhancement of pedagogy of teachers, but it also involves the development of skills such as coaching of sport, computer skills and communication skills. This implies that school meetings can also aid in the development of teachers. Development is thus embedded in different tasks and activities arising in the particular context of the school. The success of these, however depend on how it is organised and on the participation of staff.

2.5.4 Steps for development

In a study done by Eady and Zepeda (2007:6) it is claimed that staff development is an important part of supervision. It therefore points to the role of the principal. Furthermore, Partington and Stainton (2003:14) state that staff development was developed as part of the government's monitoring of quality at subject level as well as at the level of institutional procedures. The newly outlined ISPFTED focuses more on the developmental aspect of teachers. This implies that staff development aims to improve work productivity through directing behaviour. Clarke (2007:131) refers to the following excerpt from Jocelyn Butler: "staff development must be seen as an integral part of teachers' lives, not just remediation with the implication that teachers are not adequately doing their jobs". Staff development should therefore be part of the daily activities that teachers are engaged in and should not be regarded as a separate entity. Bulach (1985:4) states that the goal of staff development is to

improve the quality of instruction for students. This has the possible outcome of improvement in results. Bubb and Earley (2010:2, 11) suggest the following staff development cycle (refer to Figure 2.3) when planning activities to develop staff. This staff development cycle focuses specifically on adult learners.

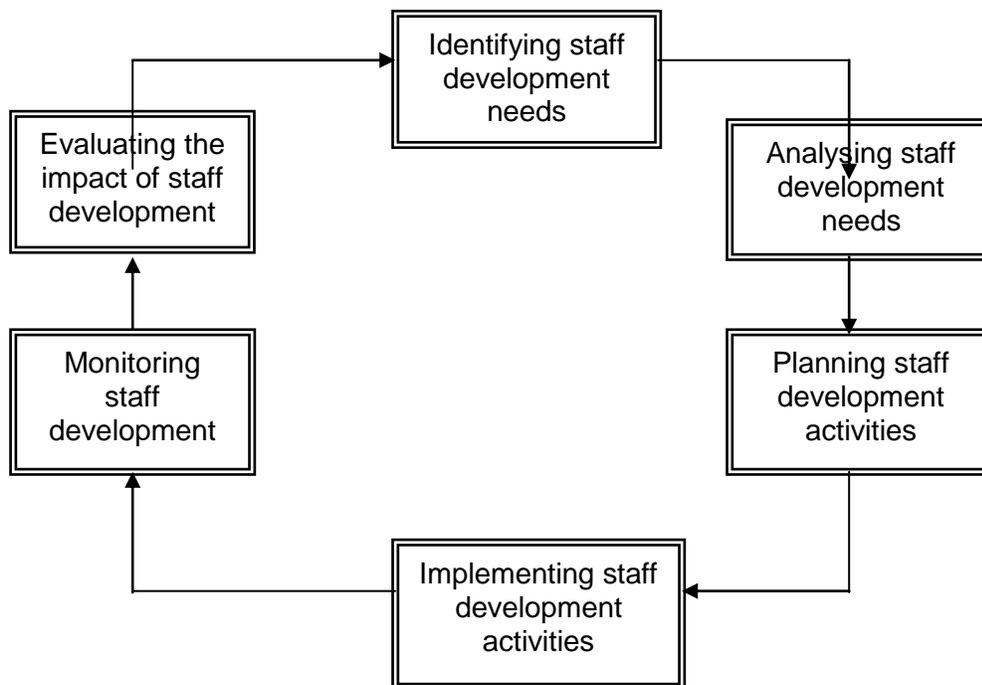


Figure 2.3: Staff development cycle

Source: Bubb and Earley (2011:11)

How can this staff development cycle be applied effectively to comply with the needs of adult learners (the teachers) in underperforming contexts? The first two steps, identifying and analysing the needs are the most important, as development activities will not generate interest if it does not address the relevant need. Identifying and analysing the needs of the individual teachers addresses the interest, challenge, and control factors that adults need to participate. The third step, planning, can be a collaborative process to enhance interaction between and participation of teachers, with the emphasis on creativity. Kwakman (2003:153) purports that collaboration provides teachers with feedback and challenges. These are important aspects in adult learning. The monitoring and evaluation steps provide additional feedback. Although the process is time-consuming and needs to be handled with sensitivity, it may be worth exploring as the ‘wrong’ development activity, which does not address relevant needs, may have more detrimental effects on teaching and learning.

Staff development is also associated with resistance because it implies a change in the way people are currently doing their work. People may feel threatened to change or feel that they are not good enough, especially in the case of underperforming schools. Furthermore, it may take teachers out of their comfort zones. This may lead to resistance of teachers as development indicates new ways of doing things. Moreover, it has the implication that experienced teachers who are regarded as knowledgeable may now become novice teachers. However, this change suggests development and people need to be motivated to develop. Staff should therefore be motivated to seize opportunities for staff development (Bubb & Earley, 2010:9). The purpose and process of staff development programmes are important as it focuses on adult learning. Therefore, a clear and realistic plan for personal and professional needs is important.

2.6 THE ROLE OF THE PRINCIPAL

Where does motivation and staff development place the leader, the principal? The schools that work report (Christie *et al.*, 2007:23, 112) states that leadership is a key factor in effective schools as it involves the exercise of influence over others to achieve certain goals. Scribner (1999:253) describes leadership as a factor that influences access to and the nature of the learning opportunity. This implies that the leaders cannot develop the person but they have the ability to expose teachers to various opportunities to enhance development. Heystek (2007:493) describes leadership as the activity of leading people, of getting things done through people, with an emphasis on relations, communication and motivation. These statements imply that the principal is in a position to motivate staff to participate in development activities.

Staff development has to be coordinated well to make a difference therefore it should be the responsibility of a good manager and leader. The key task of the staff development leader is to ensure efficient and effective delivery of the school's staff development policy, by being strategic, as good management and productivity complement each other (Bubb & Earley, 2010:13; Sahoo *et al.*, 2011:1). The IQMS prescribes a staff development team (SDT) comprising of the school management team and post level one teachers to coordinate, plan, implement and monitor development activities. However, the principal is still responsible for the development of staff training programs to assist educators to develop educational objectives relevant to the needs of the school (DoE, 1998). It is thus the responsibility of the

school leader to ensure quality and improvement (Heystek, 2007:497) by providing relevant development activities and opportunities for development.

Leadership is widely regarded as playing a significant role in school improvement (Thoonen *et al.*, 2011:507). Kubheka (2000:380) states that the ultimate success of any effort to develop the human resources of an institution depends on the role played by the leader and senior staff as they are in a better position to create a climate and conditions for development. Thoonen *et al.* (2011:499) assert that leadership has a direct effect on teacher motivation. The principal is thus expected to play a cardinal role in the motivation and development of teachers. Principals as leaders are usually expected to organise staff development activities, as part of the SDT, as mentioned in the performance agreement. Salfi (2010:427) states that it should be the responsibility of the school leader to provide authentic professional development. According to Clarke (2007:39) schools are people-intensive organisations, therefore the ability to lead and manage people is one of the most important skills that a principal needs. In a study done by Eady and Zepeda (2007:3) it was shown that staff development activities can be based solely on the needs of the teacher, the principal or based on school and system goals. The principal therefore plays an important role in what and who staff development activities are based on. The principal as leader cannot develop people, but he/she can provide the opportunities for motivation and development.

Goetsch (2011:89) and Clarke (2007:2) claim that motivation is an important leadership skill, as it encourages people to achieve peak performance. Principals are expected or supposed to have the power to motivate people and to eliminate the factors that may hinder motivation as they have the highest authority at the schools. Research done by Salfi (2010:415) indicates that the quality of school leadership is one of the major factors which affected teachers' motivation. Goetsch (2011:111) suggests that developmental leaders should personalise their motivational strategies as individuals' needs differ according to Maslow's hierarchy of needs. The management approach to motivation is therefore important. Hood (2001:21) suggests that McGregor's Theory X and Theory Y approach should determine the management and leadership style adopted to motivate people. Furthermore, she suggests that Theory Y assumptions are more likely to motivate staff and thus achieve the aims and objectives of enhancing learning and teaching. Moreover, English (2008:182) states that

context is important in determining the type of leadership approach to enhance motivation of teachers. In the study done by Christie *et al.* (2007:75) there was evidence of different kinds of leadership displayed in effective schools. Relating to the adult learning theories, collaboration was discussed as a motivating factor to enhance participation in development activities. This could imply that a distributive type of leadership may add value to development activities. On the other hand, Thoonen *et al.* (2011:500) refer to transformational leadership as preferable as it sets the vision and considers the individual in the planning of development activities. The leadership approach thus depends on the context in which it must be applied.

The principal is expected to know the qualities and needs of his/her staff, to identify which leadership style to implement. Principals must work with both the individual and groups which may complicate the type of motivation or development activity to be implemented. English (2008:136) suggests that the leader should identify the unique qualities of the people in the work. The interest of the teacher should thus be taken into account, as individuals differ. Participative decision-making is said to increase teachers' ownership of the school's goals, which in turn may lead to a positive effect on teachers' motivation (Thoonen *et al.*, 2011:506). Teachers should therefore be involved in the decisions. Teachers are diverse, with differences in gender, age and qualifications, all of which may affect the goals of individuals (Sansone & Harackiewicz 2000:452). It therefore depends on the principal to communicate the vision of developmental activities of the school to the staff so that the staff can understand why they should participate in staff development activities, as meaning affects motivation (Sansone & Harackiewicz, 2000: 131). Thoonen *et al.* (2011:207) suggest three dimensions to leadership, viz. vision building, support and intellectual stimulation. These dimensions could aid in addressing the needs and motivation of the staff. The position of the principal as leader has a direct impact on these dimensions.

A relationship of trust is seen as a positive reinforcement for staff's engagement in professional development activities (Thoonen *et al.*, 2011:507). Furthermore, the Employment of Educators' Act 76 (DoE, 1998) states that the principal must have the ability to establish relationships based upon trust. Heystek (2011:9) states that successful leadership is dependent on the trust of followers. As discussed earlier, trust relies on evidence of activities and actions. Teachers should know that the principal is reliable, competent, honest and open

(Thoonen *et al.*, 2011:507). This implies that the actions of the principal will determine whether teachers are able to depend on him/her. Trust is therefore an important motivator for staff's participation in development activities.

Principals as leaders are expected to determine factors that motivate staff to participate in development activities as the ultimate aim is to improve teaching and learning. English (2008:15) suggests that one of the dimensions of leadership is to provide the focus for the cause and explaining its meaning. Hence, the principal needs to communicate and motivate the needs and the possible development activities of the school, in collaboration with the teachers. Heystek (2011:9) states that openness and transparency of principals will be beneficial. This relates to trust. Communication is thus important. In this way motivation of staff may be increased and it may enhance staff's participation in development activities.

2.7 SUMMARY

The explanation teachers give for their behaviour, tells about their locus of control (Ray, 1992 10 and Porter *et al.*, 2003:133), whether their motivation is internal or external. Weiner (2010:30) states that locus of control is related to the expectancy of success. This implies that 'locus of control' has to do with the feeling of power or disempowerment, which has an influence on the self motivation of teachers. The need for power implies a sense of control where teachers may feel they have the authority to handle what is expected of them. According to Heystek (2011:9) this coincides with self determination theory where people feel they have power over their own destiny. Do teachers in underperforming schools believe that they can develop and make a difference in these circumstances? Do they allow that their context determine their motivation level? If teachers expect that they will succeed in attaining the goal of 60%, they are more likely to be intrinsically motivated. Thoonen *et al.* (2011:504) agree that expectancy (referring to self-efficacy), the competence teachers believe they have, affects motivation, as adults will resist situations which they believe are an attack on their competence (Earley & Weindling, 2004:175). Teachers must therefore be assured that they have the ability to facilitate development from an underperforming school to a performing school.

The various motivation theories can thus be used to design activities that will motivate staff intrinsically or extrinsically to participate in development activities to improve teaching and

learning. The motivational theories selected to aid in the planning of development activities depend on the context of the school and the needs of the teachers and learners. In all the theories discussed in this section there are factors that may contribute to the increase in participation of staff in staff development activities. As evident from the discussion, there is a relation between motivation, context, leadership and staff development. The aim of this study is to establish how motivation of teachers, with a specific focus on leadership and context, can be used to increase teachers' participation in staff development activities. Figure 2.4 illustrates the relation between motivation, context, leadership and staff development activities.

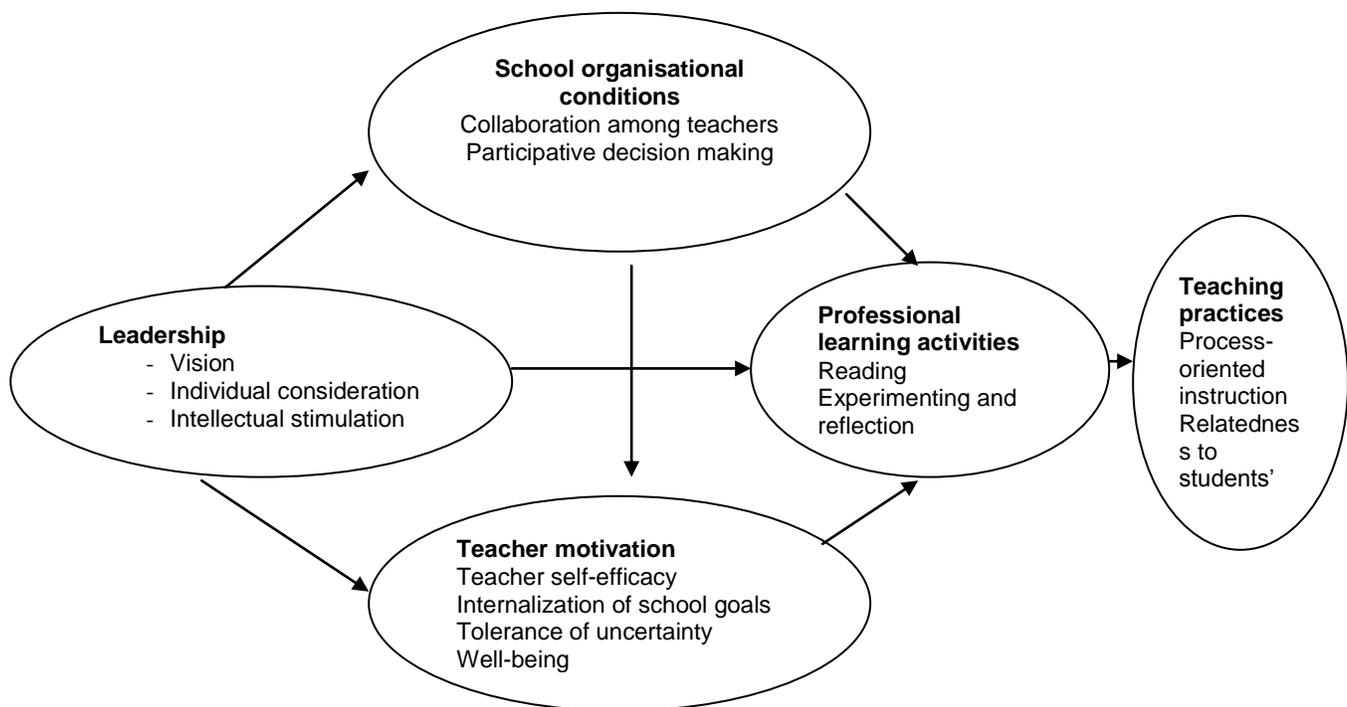


Figure 2.4 Relation between motivation, context, leadership and development

Adapted from: Thoonen *et al.* (2011:500)

The discussion as well as the illustration above indicates that context and leadership influence the motivation of teachers and their participation in staff development activities. The different factors fundamental to leadership, context and motivation need to be addressed to achieve the aim of development activities to have a positive impact on teaching and learning. Furthermore, the literature review indicates that there is a link between the motivation of teachers and their participation in development.

My argument is that although staff development holds the promises of increased work productivity, it does not always lead to the improvement of teaching and learning due to a lack of motivation to participate in development activities. Motivation is a key to effective staff development. The challenge that staff development poses to schools, is how motivated their staff are to participate in development activities. Increased motivation levels of staff may lead to an increase in participation in staff development activities and possibly positive outcomes. The rewards of staff development must be perceived to be worthwhile and valuable to motivate people to develop. Martin and Dowson (2009:334) concur by stating that motivation is dependent on the perception of a desired outcome (the rewards). Hood (2001:21) agrees by stating that rewards are important in organisations.

The motivational needs of teachers specific to their context should be addressed. Various contexts pose various needs. The context influences the motivation levels of the teachers. Are their needs addressed? Are they motivated to come to school, to teach, to put in extra effort to help learners to achieve, to take part in development activities to enhance their skills to attain the goal of facilitating learners' performance? It is therefore significant to explore the factors that motivate teachers to take part in development activities.

Furthermore, it is evident that staff development is a crucial part of the development of the individual and the school as a whole, aiming to enhance performance. This involves the motivation of the teachers. Although motivational dynamics are complex, it needs to be explored as the factors that motivate teachers to take part in development activities, play an important role in the success of staff development activities. Teachers must know the rewards that staff development will hold, to aid in their motivation and their development as motivation can lead to an increase in effectiveness and productivity (Vithessonthi & Schwaninger, 2008:145).

This chapter set the scene for the interplay between context, motivation and development of teachers. The following chapter discusses the research methods and methodology that were followed.

CHAPTER THREE: RESEARCH DESIGN

3.1 INTRODUCTION

The previous chapter discussed the role of motivation in staff's participation in staff development activities in secondary schools and the impact of the context and the principal on their participation in development activities. Specific emphasis was placed on teachers as adult learners. The focus of this chapter is on how the research was performed to obtain the experiences of teachers and principals on the aspects of motivation and staff development. The main question to be answered is: How can motivation serve as a catalyst for staff's participation in staff development activities in underperforming secondary schools? The focus is therefore on what motivates teachers to participate in staff development activities and on the factors that have an influence on their motivation. This will be explored by means of semi-structured interviews to obtain the views of teachers and principals on their experiences and perceptions of staff development activities and motivation. The findings of the research will be described, interpreted and analysed.

The research was conducted in a systematic and methodical manner with the aim of increasing existing knowledge (Sass Harvey, 2005:30). The aim was to determine how motivation can serve as a catalyst to involve staff in staff development activities. This chapter states the research question and discusses research paradigms, locating this study within these paradigms, as well as describing the data collection techniques and how data was analysed.

3.2 STATEMENT OF THE PROBLEM QUESTION

According to Punch (2005:37) the research question gives direction and coherence to the investigation. The research question I will explore is: How can motivation serve as a catalyst for staff's participation in development activities in underperforming secondary schools? Many research studies, as well as the IQMS process emphasise the importance of staff development (DoE, 1998; Christie, Buttler & Potterton., 2007:127; Mestry, Hendricks & Bisschof., 2009:488; Bubb & Earley, 2010:2). However, research findings also point out factors that may hinder or enhance the involvement of teachers in development activities (Ahl, 2006:394; Christie, 2008:152). Therefore, the aim of this study is to explore the factors that motivate teachers to participate in development activities, as well as those factors that can

undermine motivation. The research problem and questions serve as a guide for the research methodology.

3.2.1 Sub questions

The following sub questions are informed by the research question:

- What motivates staff to participate in staff development activities?
- What is the link between motivation and staff development in underperforming schools?
- What factors can hinder or enhance staff's participation in staff development activities in the school's context?
- What are teachers' and principals' perceptions and expectations of staff development activities?
- What are the aims of staff development activities?
- What is the role of the principal in staff development activities?

3.3. RESEARCH PARADIGMS

Chambers, quoted in Sass Harvey (2005:30), states that a paradigm is a conceptual framework within which scientific theories are constructed which is consistent within it, and may need complete revising as evidence challenging the factual accuracy of some aspect of the theory accumulates. This implies that paradigms are constantly changing. McGregor and Murnane (2010:419) assert that a paradigm is a set of assumptions, concepts, values and practices as a way of viewing reality. The different paradigms are associated with different techniques, methods and kinds of knowledge (Sass Harvey, 2005:31). Broadly distinguishing, there is positivism on the one side and interpretive research on the other. McGregor and Murnane (2010:420, 421) state that positivism is based on beliefs that knowledge is true if it was created using the scientific method, involving the use of hypotheses and experiments, whereas interpretive research assumes that there are many ways of knowing, not only the scientific method. Different methods are thus used depending on which paradigm is selected. The paradigm refers to the methodology which relates to the rationale and philosophy, while the methods refer to the technical procedures applied to conduct the research (McGregor & Murnane, 2010:419).

The positivist researchers often use quantitative research methods, whereas interpretive researchers use qualitative research methods (Sass Harvey, 2005:31, 32). Denzin and Lincoln (2005:3) define qualitative research as “a situated activity that locates the observer in the world”. Qualitative research methods can be used to investigate broadly stated questions about human experiences (Lichtman, 2011:240). Furthermore, Punch (2005:56,194) states that qualitative research concentrates on the study of social life in natural settings and it gives empirical information about the world, mostly in the form of words. Quantitative research on the other hand uses statistical analyses, irrespective if reality is observed or who observes it (Sass Harvey, 2005:31). There is however, critique against both types of research. The critique against qualitative research is that it is subjective, unscientific and invalid, whereas the critique against quantitative research is that it fails to produce truths useful to social sciences as social sciences lack the methods of validation available to physical science, as every situation in social sciences is different (Sass Harvey, 2005:32, 33).

A qualitative method was chosen for this research. According to Sass Harvey (2005:30) the researcher’s own beliefs about the nature of reality, about knowledge and about the production of knowledge, guides the choice of research design. Furthermore, Merriam (2009:13) states that qualitative researchers are interested in understanding the meaning people have constructed. This refers to how people make sense of their world and the experiences they have in the world. An interpretive approach was used to understand how the principal and teachers experience motivation and development in their schools. The purpose of interpretive research is to describe, understand and interpret (Merriam, 2009:5). This method was thus chosen as the researcher intended to investigate the experiences of teachers and principals in their school’s context.

The aim of this study is to explore how motivation can serve as a catalyst for staff’s participation in development activities. The study was conducted as follows: a literature review was done (discussed in Chapter two) on motivation and staff development and its implementation in practice, based on the motivation theories, performance agreement and adult learning theories. This was underpinned by an empirical study. The motivation theories will provide the theoretical framework for this study. This will aid in the analysis of key concepts to clarify their meanings. The presentation and analysis of the findings are

discussed in Chapter four. The concluding chapter (Chapter five) provides a synthesis of the findings on how motivation can serve as a catalyst for staff's participation in development activities.

The following four characteristics are identified by Merriam (2009:14, 15, 16) as key to understanding the nature of qualitative research and these were applied in this study.

- The focus is on process, understanding and meaning. In this research I looked at the process of development of staff members in an underperforming school and how they understand the influence of motivation on their own development, commitment and process.
- The researcher is the primary instrument of data collection and analysis. The advantages of these are that the researcher can be immediately responsive and adaptive since understanding is the goal of this research. Furthermore, verbal and nonverbal communication was used and the data were processed immediately after the interviews. This facilitated in clarifying the responses and in the exploration of responses to expand the understanding of the researcher.
- The process is inductive. This refers to the gathering of data to build concepts, hypotheses or theories, rather than deductively testing hypotheses as in positivist research.
- The product is richly descriptive. Words are used to convey and describe what was learned about this phenomenon.

The above characteristics are significant for this research as the researcher of this study is interested in understanding the phenomena from the participant's perspective and not her own. Furthermore, for this research, the researcher is the primary instrument of data collection and analysis. This will aid in the immediate processing of data and will enable the researcher to clarify meanings and interpretations to describe this phenomenon. The information gathered from this research will be organised into larger themes. The data were collected through semi-structured interviews at the school of the participants. These are informed by the motivation theories and adult learning theories. The context, in which this research was conducted, as well as the participants and the interpretations of their experiences on motivation and staff development will be described. The understanding and

meaning of motivation and staff development from the participants' point of view are described in Chapter four.

3.4 SAMPLE SELECTION

Sass Harvey (2009:76) states that the selection of a sample refers to the selection of the unit of analysis. In this research two township schools were selected from two circuits in the Metropole East District of the Western Cape Education Department (WCED), based on their underperforming categorisation two years ago. These two schools have however developed to performing schools. Township schools in South Africa have its origin in racially segregated, low-cost housing areas for people of colour (Fataar, 2009:15 and Mampane & Boucher, 2011:114). In a study done by Moloai (2010:623) it was found that most of the underperforming schools are located in poor socio-economic areas. Hence the focus of this study is on township schools of which most are categorised as underperforming. The researcher decided what schools, teachers and principals should be researched to attempt to answer the research question. The research question focuses on the factors that motivate teachers in underperforming schools to participate in development activities.

The Metropole East region was selected as the schools in these circuits are in close proximity to the location of the researcher as it involves financial and time costs to travel to and from the schools for the collection of data. The two schools were selected from a total of seven schools which were categorised as underperforming schools, but which developed into performing schools the following year. The two schools were selected based on similarities in their contexts, to provide a wider area of inquiry.

Underperforming schools are constantly viewed as in need of change, development and motivation based on their National Senior Certificate (NSC) results. The schools were selected to investigate the role of motivation in their development from an underperforming to a performing school. Lichtman (2011:250) and Punch (2005:238) state that sample sizes in qualitative research are usually small and are guided by theoretical considerations. In this research purposive sampling was done by selecting teachers with a minimum of ten years teaching experience (as their experience can aid in the exploration of motivation and development). According to Punch (2005:187) purposive sampling refers to sampling in a deliberate way. Denzin and Lincoln (2011:363) state that purposive sampling sets criteria for

representation of key attributes when planning initial data collection. Merriam (2009:77) concurs by stating that purposeful sampling is based on the assumption that the researcher wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned, central to the purpose of the inquiry. It was assumed that the two schools selected can give valuable insight into the motivation and development of teachers in the quest to develop from an underperforming to a performing school.

The principal of each school was requested to compile a list with the names of post level one teachers according to the following criteria:

- Those with ten years or more experience. If no teachers with ten years or more experience, those with the most years' experience, as these indicate teachers with more experience of the school's activities.
- The academic achievement of 60% and higher of their learners in the 2011 NSC examinations, as this may indicate achievement which is a prerequisite for a performing school.
- Their active and willing participation in school and development activities such as school committees and sport and cultural organisations, as this may indicate commitment.
- Those who display the least absenteeism from the school, as this may indicate a committed and motivated teacher.

These criteria were considered to be an indication of the motivation level of teachers in general. Four teachers per school were selected from this list and their permission requested to take part in this study. Two schools (indicating two principals) and four post level one teachers per school were selected for this research. This sample size was based on expected reasonable coverage (Merriam, 2009:80) of the experiences on how motivation can serve as a catalyst for staff's participation in staff development activities. In cases where there were more than four teachers on this list, the following criteria were used to select the final four:

- An equal distribution of their gender.
- An equal distribution of their years' experience.

The aim was to get teachers from both gender groups and with ten years' experience and even the very long serving teachers. It should however be noted that gender differences are not part of this study. The teachers that were selected based on the criteria given were thus

considered to be motivated and it was expected that they could positively contribute in the exploration of the research question.

Post level one teachers were asked to be participants as they are usually the recipients of staff development activities. The principals were asked to be part of the research as they are accountable to develop teachers. The same set of questions was used in the interviews for teachers and principals, to ascertain whether both stakeholders perceive motivation and staff development in the same manner. See Appendix A for an example of the interview schedule. The interviews with the principals were done first to obtain a general view of how staff development activities are organised by the school and how the leader views his/her role in staff development and the motivation of teachers. Thereafter the interviews with the teachers were done to obtain their experiences of motivation and their perceptions and expectations of staff development. The advantage of this order of interviews is that it may give the researcher some detail to work with when trying to clarify the meaning of concepts and experiences in their context when interviewing the teachers. Furthermore, it served the purpose of verifying the principals' responses, even though searching for the truth was not the intention of this study. The order of interviews assisted in the understanding of teachers' and principals' perceptions and expectations. Schools with similar backgrounds were selected to ascertain whether they experience motivation to participate in development activities in the same manner. The leadership styles of the principals could also be indicative of the motivation of teachers.

3.5 DATA GATHERING

3.5.1 Interviews

The literature refers to structured interviews, unstructured interviews, semi-structured interviews, observations and questionnaires amongst others, as methods that can be used in research (Punch, 2005:168). According to Sass Harvey (2005:39) highly structured interviews are questionnaire-driven which makes it a quantitative approach, while the unstructured variety is open-ended and conversational which makes it a qualitative approach. In support of this Merriam (2009:86) states that semi-structured or unstructured interviews are the most common form of data collection in qualitative studies. Furthermore, Sass Harvey (2005:39) states that an interview is a conversation with a purpose. Moreover, Currie (2005:100) asserts that semi-structured interviews allow the interviewer to add to the number of questions or

change the theme and order of the interview if it will benefit the research study. It thus allows the researcher to ask more questions on specific issues for clarity.

The aforementioned arguments motivated my selection of semi-structured interviews as suitable for the research problem I intend exploring. Rabionet (2011:563) refers to qualitative interviews as a flexible tool to capture the voices and the ways people make meaning of their experiences. Semi-structured interviews were thus used to obtain the perceptions and experiences of teachers and principals on what motivates teachers to participate in staff development activities in underperforming contexts. However, semi-structured interviews hold some disadvantages. One of the disadvantages of semi-structured interviews is that the interviewee can deviate from the theme. The interviewer should therefore have the appropriate skills to sensitively handle such a situation should it arise. Merriam (2009:267) suggests 'pilot interviews' which were embarked on by the researcher. These pilot interviews were done with colleagues of the researcher to assist the researcher in refining the proposed interview questions. The refining process included a change in the order and construction of questions as the pilot interviews indicated misinterpretations of the original questions. Furthermore, being an inexperienced interviewer, I made sure that I adhered to the focus and main question during the official interviews and only allowed possible deviation when it seemed to add value and quality to the data. Punch (2005:175) suggests that communication skills, in particular listening, are important. Sass Harvey (2005:40) depicts another disadvantage by stating that the biggest single weakness of an interview is the length of time it takes and the practical consequences of this. In this study, the participants were from two different schools, located 1km and 8 km respectively from the location of the researcher. This had positive time and cost implications especially if an interview did not take place as scheduled.

The interviews in this study were based on the experiences of teachers and principals of staff development activities and motivation in their school's context. Punch (2005:168) states that interviews are a good way of accessing people's perceptions, meanings and definitions of situations. The aim of the interviews was to explore what motivates staff to participate in development activities and how they perceive staff development activities in their school's context. The focus was on the factors that may hinder or enhance their motivation to

participate in staff development activities. The main function of the interviews were thus to reveal the participants' understanding, expectations and perspectives relating to staff development and motivation. The interviews were face to face and were conducted with the two principals and the four teachers per school at their respective schools.

When starting the interviews, to establish a relationship of trust, the interviewer (researcher) started with a brief background of herself. Rabionet (2011:564) suggests that when introducing yourself, the protocol should include statements of confidentiality, consent, options to withdraw and the aim and purpose of the interview. Participants were asked to relax and respond honestly on the questions. The interviews were done in a friendly and polite manner to contribute to the notion of a conversation. An unbiased approach was taken by the interviewer. According to Punch (2005:177) language is central in qualitative research as data are primarily in the form of words. Therefore the interviews were done in the home language of the interviewees, which was Afrikaans. This made it easier for the interviewees to formulate their responses. The validity of the interviewee's responses was tested via additional similar questions, but with a different word structure and order. This refers to participant validation to indicate consistence in what interviewees say and can also point to differences and similarities between different interviewees (Flick, Kvale, Angrosino, Barbour, Banks, Gibbs and Rapley, 2007:101; 102). Moreover, it involves continually checking, questioning and theoretically interpreting the findings (Currie, 2005:123). This aided in the translation of the Afrikaans data to English, the language in which the thesis is written. The length of the interviews was approximately thirty minutes. Where responses needed further clarification or elaboration, further interviewing took place. At the end of the interviews the participants had the opportunity to ask questions to diminish any uncertainties, as well as to establish how the participants experienced the interviews. This assisted in the evaluation of the conduction of the interviews for the purposes of development of the researcher and also contributed to the relationship of trust.

According to Rabionet (2005:565) the literature recommends audio recording above all other methods. Audio recording were therefore selected to record the data for this study. The permission of the interviewee was asked beforehand to comply with ethical standards. However, some of the disadvantages of the use of recorders may include poor quality and

malfunctioning of the recording equipment (Rabionet, 2005:565; Merriam, 2009:109), the recorder can break or the interviewee's awareness of it may make the interview difficult (Currie, 2005:103) as they may feel uncomfortable. An advantage however, is that the interviewer can go back to the precise words of the interviewee (Currie, 2005:103) as everything said is preserved for analysis. This will ensure that the data are accurate. Furthermore, interviews were held at the school of the interviewee, after dismissal of classes thereby ensuring that contact teaching time was not lost.

3.5.2 Data analysis, presentation and interpretation

Merriam (2009:175) states that data analysis is the process of making sense out of the data. Sass Harvey (2005:43) agrees by stating that qualitative research generates a mass of information which needs to be organised and meaningfully reduced. She elaborates that data gathering, data coding and the construction of categories occur simultaneously. Punch (2005:195) suggests that the methods for data analysis should be systematic, disciplined and able to be seen and described. This approach was thus followed in this research.

In this research the data were gathered from semi-structured interviews. The formulation of the interview questions was an indication of how the analysis will be done. After completion of the data collection process, the information from the interviews was transcribed and analysed. Merriam (2009:110) states that verbatim transcription of recorded interviews provides the best database for analysis. Furthermore, she (Merriam, 2009:110) suggests that the researcher does the transcription himself/ herself as it will lead to familiarity with the data. From the literature (Merriam, 2009:110) and later on own experience, it was learnt that transcription is a time consuming and dreary process. It did, however, assist in getting acquainted with the data. The transcriptions were therefore done on the same day as the individual interviews took place.

The data gathered were coded using an open coding system. Merriam (2009:173) states that coding involves a process of analysing and interpreting the collected data by "assigning some sort of shorthand designation to various aspects of the data", which will allow the researcher to easily retrieve specific pieces of the data. Punch (2005:199) further states that coding is an activity which starts the analysis. This refers to labelling the data for storage and retrieval.

Therefore, the data for this research were coded and categorised according to the following:

- Factors that motivate teachers to participate in development activities.
- Factors that influence the motivation of staff to participate in development activities.
- Perceptions of staff development activities.
- Expectations of staff development activities.
- The aims of staff development activities.
- The role of the principal in staff development activities and motivation.

There are a variety of techniques to display data. These techniques include matrices of information, flow charts and tabulating frequency of events (Sass Harvey, 2005:43). In this study data is presented, analysed and interpreted as text. To ensure that meaning was not lost in the translation of the Afrikaans interview transcripts into English, the transcripts, with the analysis and categorisation of themes were discussed with the interviewees. The strategy employed here was to work in the original language (Afrikaans) in which the interview was conducted. The transcript and analysis was thus done in Afrikaans and the findings translated into English. A “back translation” strategy (Merriam, 2009:270) was used to translate some of the English back into Afrikaans, to ensure reliability. This aided in the presentation of the data.

3.6 RELIABILITY AND VALIDITY

The quality of research may be questioned. McGregor and Murnane (2010:422) state that interpretive research strives for credibility, transferability, dependability, trustworthiness and confirmability, whereas positivism uses reliability and validity. Merriam (2009:211) clarifies that these concepts used in interpretive research are synonyms for internal validity, external validity, reliability and objectivity. She claims that conducting the investigation in an ethical manner can ensure validity and reliability in qualitative research (Merriam, 2009:209). All social research involves ethical research as it involves collecting data from people and about people (Punch, 2005:276). The four principles involved in ethics as stated by Denzin and Lincoln (2011:65; 66) were adhered to when this study was administered. Following is an explanation of the four guiding principles.

3.6.1 Ethics

Informed Consent

Individuals participating in research have the right to be informed about the nature and consequences of the research. Permission was therefore requested from the Western Cape Education Department (WCED) and the principal and teachers of the selected schools (refer to Appendix B for the approval letter from the WCED). Ethical clearance was applied for at Stellenbosch University. Participants were asked to partake in the research voluntarily. Furthermore, the interviewees were informed of the purpose of the research and how and where the findings will be disseminated. This intended to show respect for human freedom. The interviews were conducted after consent was granted by the University of Stellenbosch (see Appendix C).

Non-Deception

Deliberate misrepresentation is forbidden. It was clarified with the interviewees whether the interpretation of the researcher was a correct representation of their responses.

Privacy and Confidentiality

Privacy and confidentiality should at all times be protected. As fulfilment to this, all records were kept in storage in the privacy of the researchers' safe at work. The names of the interviewees and their school will remain anonymous, pseudonyms are used. All data were locked in a secure place accessible only by the researcher and will be destroyed after successful completion of the mini-thesis. Professional etiquette states that no one may be harmed or embarrassed as a result of insensitive research practices. No possibility of harm, physical, emotional or professional was anticipated for this research.

Accuracy of Data

Ensuring that data are accurate is a cardinal principle in the qualitative study. The use of the voice recorder and transcripts of the actual interviews proved useful in the translation and analysis of the data. Permission was obtained for the use of the audio recorder.

The consent forms (Appendix D) were formulated by taking into account the above ethical requirements.

3.6.2 Strategies for promoting validity and reliability

There are various interpretations of validity and reliability. According to Merriam (2009:213) internal validity or credibility refers to how the research findings match reality. This refers to whether the findings are credible given the data presented. Validity is defined by Sass Harvey (2005:45) as whether the researcher's interpretation of the data is in fact a true reflection of what was discovered. Sass Harvey (2005:44) claims that reliability is particularly problematic in social sciences as human behaviour is never static. Reliability refers to the possibility that research findings can remain the same under similar conditions (Merriam, 2009:220). Reliability of the data in this study was assured by recording each interview (with permission) and transcribing it. The verbatim transcription was done directly after the interviews were conducted. The use of the audio recorder provided the researcher with the possibility of replaying the responses to make sure that the exact responses were transcribed (Kubheka, 2009:49). This ensured that the results are dependable (reliable). After the transcription the analysis and interpretation was done.

External validity or transferability on the other hand, is concerned with the extent to which the findings of one study can be applied to other situations. It thus refers to generalising the results of the research study (Merriam, 2009:223). In this study two schools were investigated and I therefore do not claim to generalise. A detailed description is provided so that the reader can decide whether the findings apply to his/ her situation.

The following strategies as outlined by Merriam (2009:229) to promote validity and reliability were followed by the researcher:

- Participant validation. The data and provisional interpretations were taken back to the participants to ascertain whether the interpretations were indeed a correct representation of their responses.
- Researcher's reflexivity. As the researcher holds the same occupation as the participants, an unbiased approach was taken by the researcher.
- Peer review: Discussions with colleagues regarding the process of study.
- Audit trail. A detailed account of the methods, procedures and decision points in carrying out the study.

- Rich, thick descriptions. Providing enough description to contextualise the study such that readers will be able to determine the extent to which their situations match the research context and hence, whether the findings can be transferred.
- Maximum variation. Purposefully seeking variation in sample selection to allow for a greater range of application of the findings by consumers of the research.

3.7 DELIMITATIONS

This study holds certain delimitations. I started from the assumption that teachers are not motivated to participate in development activities due to the specific context of the school and that motivation can aid in staff development. The study focuses on two principals and four teachers per school and how they view motivation and staff development at their particular school, thereby telling the story of two schools that developed to performing schools within two years after being categorised as underperforming schools. The data were collected from two schools in the same education district where the same goals and missions direct them.

3.8 PRACTICAL IMPLICATIONS

Costs involved were for transport to the schools where the interviews took place, finance for the recorder, as well as paper for note-taking during the interviews. Note-taking was done as an extra precaution. The availability of electricity for charging of the audio recorder during the interviews was investigated beforehand. Furthermore, Punch (2005:188) suggests training for the use of the audio recorder, which was sought by the researcher.

3.9 SUMMARY

This chapter discussed the methodology and qualitative method regarding this research. Data gathering and sampling techniques were discussed within this framework. Furthermore, this chapter highlighted the advantages and disadvantages of the different techniques applied.

The following chapter reports the results of the interviews.

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter presents the data as obtained from the interviews and analyses it according to the motivation theories and adult learning theories. The data gathered in this research attempted to answer the following research questions:

- What motivates staff to participate in staff development activities?
- What is the link between motivation and staff development in underperforming schools?
- What factors can hinder or enhance staff's participation in staff development activities?
- What are teachers' and principals' perceptions and expectations of staff development activities?
- What are the aims of staff development activities?
- What is the role of the principal in staff development activities?

The main research question that was explored is: How can motivation serve as a catalyst for staff's participation in development activities of underperforming secondary schools?

According to Schunk, Pintrich and Meece (2008:42) motivation depends on personal, social and contextual factors. Therefore teachers and principals were part of this study to ascertain how motivation and staff development are experienced by them personally, in the context that they are in. The information was gathered through semi-structured interviews. The interviews lasted approximately 30 minutes and were conducted by the researcher. All interviews were recorded with the prior permission of the interviewee and transcribed verbatim by the researcher. All interviews took place at the schools of the interviewees, after dismissal of formal classes, not to disrupt the teaching and planning of teachers. The interviews were analysed in terms of themes that emerged during the interview transcription to explore the impact of various factors on the motivation of teachers to participate in development activities.

Ten people were interviewed. The interviewees were the principals of the two schools selected and four teachers per school, as discussed in Chapter three. The same set of interview questions were used for the principals and teachers (see Appendix A). The

principals' interviews were completed first, thus setting the scene for the interplay between motivation and development. The interviews with the post level one teachers from the two schools were done after that of the principals, as a way of establishing reliability although it was not the purpose of the research to search for facts or truth about the phenomenon in focus. The willingness of the principals and teachers to participate in this research was indicative of their orientation towards development. In addition, a few teachers used their own time, after the prescribed planning and development time to continue with the interviews.

The following section will be devoted to discussing, interpreting and analysing teachers' and principals' answers to the interview questions. The schools will be referred to as schools A and B, the principals as principal A (of school A) and principal B (of school B) and the teachers will be referred to as teachers of Schools A and B respectively and where applicable. As mentioned in Chapter three, both schools are township schools. Both principals were engaged in teaching at their respective schools. Furthermore, both principals were men and the rest of the teachers consisted of two male and two female teachers per school. However, the differences or similarities in the expectations and perceptions of the different genders are beyond the scope of this study.

In attempting to answer the research questions, the section on the discussion is divided into: The context of these underperforming schools, factors that motivate staff to participate in development activities, factors that impact on staff's participation in staff development activities, perceptions and expectations of teachers and principals of staff development activities and the role of the principal in staff development activities. The findings are discussed using themes, in random order, which emerged from the interviews.

4.2 CONTEXT

The context of township schools and underperforming schools were discussed in Chapter two as part of the literature review. The interviews conducted with the teachers and principals in this study confirm what was stated in the literature review. They elaborated that the challenges that their schools face are mainly due to what happens in the community. Principal A commented:

Challenges are more outside of the school, what happens outside the school, not inside. Challenges are to balance the financial part of the school. Must give money out of own pocket.

From this comment, it seems that one of the major challenges are finances, with specific reference to the poverty stricken communities which they serve, which in turn impacts on the poor or lack of payment of school fees. This hampers many activities, including staff development activities that these schools need to undertake to improve teaching and learning. One of the teacher participants described his school in this way:

Our school is a ship that passes here. It picks up everyone that no one else wants. You know and this is of course a mouth full. The children that we draw at the moment, we struggle with them a lot. And we draw the usual number of children and then from February, then the rest streams in. And the rest are those that other people do not want at all and when you work with them, then you realise why. They are problem children.

This statement indicates that the teachers are working with learners that are ill-disciplined. The focus in this school is therefore not only on teaching. Teenage pregnancies, drug and alcohol abuse by learners, poor parental involvement, single headed households, disciplinary problems, learners who live alone and learners who are not motivated are some of the issues that were mentioned. These are some of the responses of the teachers from the different schools:

Family ties, family values and normal principles are not really cultivated in the community and this result in the learner having a problem to adapt to the norms and standards of the school.

Another thing that brings down your morale is the whole attitude of the learners themselves. They have a nonchalant attitude, they do not do homework.

Many parents are just not involved. Our disadvantaged community, oh, it is difficult to reach the children.

... teenage pregnancies, drugs, alcohol, that type of things, especially marijuana. It happens outside of the school then it comes to the school. Most of the time you as a teacher must first solve that before you can physically teach.

Of course, because we are living in a sub economic community, it is unemployment, alcohol abuse, teenage pregnancies, yes alcohol and drug abuse is more or less the same thing and yes, parents that are not interested in the child's education. Yes, a very poor learning culture, you know. If it is a long weekend, they want to take off extra days. Apart from the learning culture, there is no work culture. They don't want to do homework.

These responses indicate the challenges that teachers face. Furthermore, alcohol abuse by some teachers in one of the schools, as mentioned by the principal, poses a huge problem as it affects the respect that learners have and it impacts negatively on the delivery of quality teaching. Dealing with diversity is another challenge that came up at one of the schools as they had to accommodate learners from another school, of different cultures, which brought a change to the way they are used to do things. Their school was selected to accommodate these learners as they had more 'space' available and were in closer proximity to where the learners are from. Added challenges regarding this issue, was a lack of planning and a shortage of teachers. This resulted in inefficiency in the delivery of the curriculum.

The absence of learners due to a poor learning culture, large classes due to a shortage of teachers and poor planning, a heavy work load as a result of this and a lack of resources are factors that were mentioned that impacts on the participation of teachers in development activities. One of the teachers mentioned that some of these factors, such as feeding and clothing learners, must first be attended to, before the required teaching and learning can take place. Evans (1998:117) states that motivation is influenced by the extent to which teachers' work contexts are conducive to their job engagement. There are thus various contextual factors that may have an influence on the participation of teachers in development activities.

This may subsequently impact on the delivery of quality teaching which may affect the school's overall results and their categorisation as underperforming or performing.

4.3 FACTORS THAT MOTIVATE STAFF

4.3.1 Passion

Responses in the interviews ranged from having passion for their subject to the fulfilment experienced when working with disadvantaged learners. Principal A mentioned the passion that he has for his school. He elaborated that he wants to be there, even during holidays to see if everything at the school is still maintained as he loves his school. According to him his passion is derived from his experiences as he grew up, which is similar to the circumstances of the learners at his school. He explained as follows:

I am a person for the underdog. I grew up very poor. See a lot of these children in myself, when I was a child. Want to make a difference in the community. Poverty, it is difficult. Sometimes you tell your life story and they shake their heads.

This principal indicated that he wants to make a positive contribution towards change in the community therefore he finds fulfilment in working with learners from disadvantaged backgrounds. Furthermore, he stated:

I am paid well. Teaching is my passion. I like it. I want to be here. It is a noble profession.

The majority of the participants indicated that they will, without hesitation, participate in staff development activities as they view themselves in service of the community. This was the response from one of the teachers:

Oh man, for me everything is about, everything that you do, must be for the best of the child. For the best of the child and the school of course, because you are in service of the community. It's mainly about doing what is best for the child.

Most of the participants mentioned that for them it is about what is best for the child. Many teachers indicated that they have passion for their work and subject area as it is fulfilling to

see learners' talents develop, despite the challenges of their context. One teacher mentioned that "caring for these children" brings satisfaction for her. This statement of hers referred to the passion that many teachers display in working with children from disadvantaged communities. Another participant from school A viewed his teaching as follows:

You know, in earlier years I read an article, where they say that you should not ask people what type of work they are going to do, but the idea should be what type of service you are going to deliver. If you come to what is the human's purpose on Earth, you must go and find out what other people need and then you must give it to them, at a price of course. Just turn it around. So, what motivates me is that I must deliver a service.

Furthermore, passion for their subject motivated them to participate in activities that they felt will enrich them in their field to transfer knowledge to their learners. Moreover, being part of development activities gave them the opportunity to motivate learners from disadvantaged backgrounds to perform better and to reach for higher goals in life. These responses indicated that their motivation is intrinsic, participating for the inherent satisfaction that they obtain. As mentioned in Chapter two, intrinsic motivation is believed to have a longer positive effect on people.

4.3.2 Enjoyment

One of the participants mentioned that enjoying the activity is what motivates her to participate in certain staff development activities. The type of activities she engaged in, allows her to relax. "And I can take my husband along" was one of the responses. This statement pointed to the importance of family responsibility for adults even though development activities are also regarded as important. Furthermore, teachers mentioned that they enjoy teaching their subject and therefore they will engage in development activities applicable to their subject. Many teachers engage in development activities which they regard as an extension of their subject.

4.3.3 Empowerment

Many of the participants engage in self-development. One of the participants mentioned that she engages in self-development to gain more knowledge about her subject to convey the subject matter and as a result to boost her confidence in teaching the subject. "I really need

those skills to add value to my class” was her response. Principal B mentioned that teachers need to be empowered. One of the strategies that this principal followed was, when allocating duties, to distribute it among all staff members and not only the School Management Team (SMT). According to him this paved the way for knowledge and skills to be learned by all teachers. This was his view on empowerment:

Teachers can be motivated. What we try is to empower people. My view of staff development is to give a guy a task. He can come to me at any time if he feels he cannot do it.

Some of the teachers indicated that participating in certain development activities empowers them to manage large classes. The teachers indicated that development activities in which they engage with learners in a different setting has a positive effect on the learners' behaviour in class. Furthermore, they indicated that being involved in development activities empowered them as it develops certain skills and confidence which they value. The empowerment principle of adult learning is based on the belief that adults are capable of understanding a range of possibilities and have the ability to make choices based on this awareness and understanding (Lawler, 2003:19).

4.3.4 Collaboration

Teaching is about working with people and participation in staff development activities implies a willingness to work together to enhance teaching and learning. Both principals referred to collaboration as enhancing teaching and learning. Principal A mentioned that he asks his 'strong' teachers to motivate other teachers to participate in development activities as they may have the ability to convince others of the importance of staff development activities. With 'strong' he referred to those teachers who have a strong personality and good work ethic and who leads by example. It is assumed that these refer to teachers who are already motivated. These teachers are asked to motivate other teachers to participate in development activities, by sharing their ideas. Principal B elaborated that he asks some of his experienced teachers to be the mentor of another teacher, thus working together and assisting the teacher. The mentor he elected is not necessarily part of the Developmental Support Group (DSG) of the individual teacher as indicated by the Integrated Quality Management System (IQMS), as he felt that the IQMS is not a reflection of reality. One of the teacher participants mentioned that

through participation in staff development activities, you can learn from each other and help each other. This refers to sharing of ideas and expertise to guide each other. She explained as follows:

And I think if you do more things together, then you can show more understanding towards people and have more sympathy with people if there are problems or so. Then you can understand and help each other. Then the help comes easier and so forth.

All the participants viewed collaboration as important, as they view the staff as a team. One of the participants mentioned:

That you as a team at the school have one vision; that everyone works toward one point. What, where are we taking the school? Because I, one person is really, one swallow, one swallow does not make summer.

With this statement she implied that one person cannot lead a school to fulfil its vision, but a team is needed. The school is thus regarded as a team and team work as important. Some of the participants mentioned that being part of a team motivates them. They expected that everyone should work towards the same vision to provide in the needs of the learners that they serve. Many development activities rely on the collaboration between teachers as it involves learning from one another. Principal B explained:

We have to work together again tomorrow, because if the one guy does not bring his part, then we lose, then the whole team loses.

The need for belonging in Maslow's hierarchy of needs as discussed in Chapter two correspond with the need of teachers to work collaboratively, as part of a team.

4.3.5 Criteria requirement from WCED

The majority of the participants indicated that the 60% criteria requirement from the DoE, to be categorised as a performing school, is a major factor that motivates them to participate in development activities to reach this goal. "I think it is a reasonable percentage" was the response of one of the teachers. The 60% pass requirement is expected to motivate teachers

to get out of their comfort zones to be part of the staff as a team. The teachers indicated that the 60% requirement is not an impossible target to reach. However, one of the participants mentioned that contextual factors play a huge role in the attainment of this 60% and that schools should be treated individually and not all measured with the same measurement. He elaborated:

I would have liked that they (referring to the WCED) treat every school as an individual. And I mean the teachers and the SMT, they know best what is happening at their school. Instead of the department coming and saying 80%. They do not work with the children. I think that is the biggest problem.

Furthermore, another participant stated that the Western Cape Education Department (WCED) should not only look at results, but also at conditions of the school such as the type of learner that is worked with and the challenges that the school faces, before labelling them as underperforming. He mentioned that many teachers work hard and participate in development activities, but do not get the expected results. This was his comment:

I mean I was at school on Saturdays, I was at school on Sundays and I worked hard. So the Department must also understand that.

Another suggestion from the teacher participants was that the WCED should not only focus on a 60% pass rate for schools, but should also motivate learners to do something worthwhile with their lives after grade 12. One of the participants had the following suggestion:

They must come and talk to the grade twelve's for a change and not come only once every leap year. They must do a bit more from their side, for the teachers.

However, another participant felt that schools should not hide behind context. According to her, the 60% requirement is seen as a challenge in their difficult context. She suggested that this challenge should provide more development opportunities. Furthermore, she suggested that the principal and School Management Team (SMT) should be proactive and not wait until the end of the year to arrange development activities which could promote the achievement of

a 60% pass rate. Development activities should thus be done during the course of the year, as part of the normal routine of the school. This was her viewpoint:

There are many schools that have poorer conditions, as I have read, that performs better than 60%. You shouldn't hide behind context. I still read success stories every day about children coming from township schools. They sit and learn by candle light, but then they get a few A symbols. So that standard should not be lowered. No. I think they can even set it higher. If one wants to think further, you must put in more effort.

4.4 FACTORS THAT IMPACT ON MOTIVATION

4.4.1 Communication

Both principals viewed communication as important in their daily activities and as part of motivating staff to reach for goals and to participate in staff development activities. The responses of principal B indicated that he communicates individually with teachers when he observes that a certain issue needs attention. According to him this saves time and does not place other teachers under an obligation for issues that is not relevant to them. Principal A mainly referred to staff development activities from the Department of Education (DoE) which he communicates to all staff members. However, he mentioned that he appoints specific teachers to attend the development activities as he knows the needs of his teachers.

The findings from the interviews with the teachers from both schools revealed that their view of what constitutes communication is slightly different than that of the principal. One of the participants mentioned that “own agendas” from the principals should not be promoted when teachers are requested or expected to participate in staff development activities. This implied that the communication about the staff development activity should have the teacher’s development at heart. It should thus benefit the teacher in his/ her practice. He explained as follows:

He wants to promote his own personal agenda and that makes it difficult to address real issues. Objectivity is very important.

“Listening is part of communication, not only talking”, was the response of one teacher. Another participant mentioned that the principal must communicate with them at “floor level”, implying that the principal should approach teachers individually and have a conversation with teachers about school related issues on a regular basis and not only when there is a problem. She elaborated:

That personal touch is important to me. That you can always communicate with them, not only when it comes to school work.

Furthermore, it was mentioned by teachers that miscommunication can lead to misperceptions, which negatively influences teachers’ participation in staff development activities. As adult learners, teachers therefore need to be informed of all the activities that are planned, for them to make an informed decision about what will benefit them.

4.4.2 Experience

Principal A has 34 years’ teaching experience and of that twelve years as principal at the same school. Principal B has twenty five years’ teaching experience and ten years’ experience as principal at his school. Both principals referred to using their experience to motivate teachers to participate in staff development activities as a way of enhancing teaching and learning. “I will use own experience and tell the staff what to do” was the response of principal A. “I will tell them of my experience” was the response of principal B.

As discussed in Chapter three, teachers with more than ten years’ experience were selected to be part of this study. It is expected that they have more experience and knowledge about staff development activities and the motivation of teachers to engage in development activities, within their particular context. During the interviews, it was found that teachers value the experience they have. They referred to the knowledge and skills they have acquired over the years which aids in their pedagogy. Some of the participants mentioned that their experience should be taken into account when staff development activities are planned and presented. He explained as follows:

With my technical and practical skills I believe I can make a positive contribution. My experience is not born from books alone, but practical and hard work.

Gregson and Sturko (2006:4) agree by stating that adults have a wide range of diverse life experiences from which to draw upon which should be considered in the development process. Furthermore, Lawler (2003:15, 18) indicates that experiences influence the motivation of adults to engage in development activities. This implies that, if adults feel that they have the necessary skills and knowledge, they may be less inclined to participate in development activities which are a replication of what they have already acquired.

4.4.3 Interpersonal relationships

The teacher participants mentioned that good relationships with the principal can enhance collaboration and participation in staff development activities. Interpersonal relationships are comparable to Maslow's belongingness and love needs and some of his safety and self-esteem needs and it correspond with McClelland's need for affiliation. According to McClelland's need for affiliation, people have a wish to establish good interpersonal relationships as they desire approval and reassurance, as they have an interest in others' feelings (Evans, 1998:35; 37). Furthermore, relating to the adult learning principles Day (1999:73) claims that positive interpersonal relationships in collaborative cultures enhance adult learning.

Both principals have committed themselves to have one social event per term to build interpersonal relations. The types of social events include going bowling or dining together, as part of team building with the prospect of working together towards an improvement in teaching and learning. "Not only to socialise, but to build team spirit" was how principal B viewed these social events. Most of the teachers interviewed value these social events as it gives them an opportunity to understand each other and to have empathy with their colleagues. One of the teacher participants indicated:

Many times it is something of social nature. Especially because we have a lot of challenges at the school and people become frustrated and when it happens, people step on each other's toes and then we need such a reloading session.

According to the teachers it helps them to cope with challenges and frustrations. It gives them added energy to continue with their tasks in their challenging context. However, one of the participants mentioned that these social events need to be planned and discussed with

teachers as it should not interfere with the time needed for the tasks at hand. Sometimes these events are forced on them. Furthermore, some of these social events, as mentioned by one of the teachers, are said to lead to some teachers looking too deep into the bottle, as it does not take place on the school premises. This may then impact negatively on the participation of other teachers who do not associate with that type of behaviour. She mentioned the following:

We didn't write exams the end of last term. The Friday before the school closed, our principal said he arranged an outing for staff for the Tuesday. We are going bowling, but at that time we felt it is a forced thing. We are in the middle of nowhere and we are going Tuesday and we are behind with our work. That is why we didn't write exams. We fitted that in and then we went bowling. It was very nice. At the end we had a braai and so forth. It was a type of team building and at the end of the day I left angry. So it didn't serve its purpose. Some of the jokes become derogatory later if they begin to drink. It was poorly planned, but it was actually good. We lift the bottle at these types of activities. They become vulgar and then they break down everything that should have been built.

The type of activity delivered to enhance collaboration should thus be carefully considered and selected as it may have the opposite effect than what it was intended for.

4.4.4 Relevance

Principal B suggested that the type of activity should be relevant to the needs of the individual teachers. With this he implied that it should address the needs of the teacher and the teacher should want to be involved in the activity. The teachers should thus be able to 'see' the benefit for them. One of the teacher participants mentioned that it is a "winning recipe" if teachers are involved in activities that interest them and are relevant to their needs. Gregson and Sturko (2007:3) state that adults learn what they need to know and resist what they feel they are being told to learn.

4.4.5 Presenters

Principal B commented that the manner in which the activity is presented should focus on the needs and experiences of the audience it addresses. He responded:

If the presenters do not interest me, I will not be interested. I am a guy who likes action.

The presenter's style, whether boring, interesting or active plays an important role in capturing the attention of the audience. Careful attention should thus be given when appointing presenters for specific development activities. The diversity of life experiences of adults points to the different learning styles that adults may have (Lawler, 2003:16). The type of presentation of the development activity may therefore influence their willingness to participate in the activity.

Gregson and Sturko (2007:2) elaborate that teachers detest participation in development activities offered by "outside" experts who know little about the particular context of a given school. Some of the teachers interviewed indicated that based on their experiences and skills, they are willing to present certain development activities. Once again, their experiences indicate what types of activities they are suitable to present and what activities they will engage in as participants.

4.4.6 Approach

Both principals mentioned that the approach followed when informing teachers of staff development activities is important. According to the principals they communicate all development activities to the staff, whether individually or as a group. At times volunteers were requested to participate in certain development activities and on other occasions the principals nominated certain teachers to partake as they felt that they know the needs of their teachers. The responses of the teachers indicated that this approach is not always received well. Many of the teachers viewed this as an authoritative approach. They responded:

It is how the principal does something or approaches a guy to do something or even to only convey information, because at times he can take on a bit of a bossy attitude. I say this and you will do this.

The teachers tended to resist an authoritative approach and welcome a more democratic approach. One of the participants claimed that he walked out of the staff room during a meeting when the principal's approach regarding teachers' engagement in development

activities was not appealing to him. Instead of telling teachers what should be done and where they should be involved, they would prefer to be part of the decision involving them. One of the teacher participants explained how she views the principal and SMT:

Because I feel that sometimes things are thrown on the rest of the staff, you must swim now. I do not think that they really draw in the staff and say, people let us sit and talk.

Another teacher referred to a 'personal touch' that is needed, for teachers to feel that their opinion is valued. She elaborated that the 'personal touch' refers to individual talks that the principal should have with teachers. Furthermore, one of the participants suggested that the approach taken by principals should be supportive and not reprimanding. Lawler (2003:17) refers to a climate of respect that needs to be created when designing and delivering development programmes. This is expected to lead to an increase in teacher participation in development activities.

However, in one of the schools it was mentioned that although the principal applies a democratic leadership style, this still did not ensure enhanced participation of staff in development activities. One of the teachers responded as follows:

And I feel if your leader has only a little more vision, if he drives things from above and he knows everything that happens down under and sees all that small things that people do, then it may perhaps motivate people to do something.

According to the teachers of this school the principal has a nonchalant attitude regarding the monitoring of activities and duties. Teachers mentioned that the monitoring of activities is part of the approach that needs to be followed. Teachers indicated that monitoring does not only refer to evaluation, but to support. This is expected to make staff feel valued and respected and that the activities they are engaged in are meaningful. The approach that is applied by the principal will thus have an influence on the teachers' inclination to participate in development activities.

4.4.7 Self-esteem

One of the participants mentioned that she may not want to ask for assistance with specific needs such as the management of large classes. She felt that other teachers may think that she cannot manage her large classes. This statement referred to how teachers may view themselves in relation to others. Teachers need to feel a sense of worth as they will resist activities which they believe are an attack on their competence (Earley & Weindling, 2004:175), as they come with prior experiences. The self-esteem of teachers is thus an important factor when approaching teachers to take part in development activities. In Maslow's hierarchy of needs he refers to prestige (esteem) and self-fulfilment as growth needs, since their satisfaction influences personal growth (Evans, 1998:35).

4.4.8 Time

Time was mentioned as a factor that has major implications for the participation of staff in staff development activities. Both principals indicated that they do not have enough time due to their workload, to be a part of development activities for themselves. Many teachers indicated that their academic workload, including teaching, marking and planning influences their participation in development activities. Some of the teachers felt that it is a waste of time to engage in activities after dismissal of formal classes, especially those activities where few learners are involved. Another teacher responded that he lives very far from the school and it has major time implications if he stays for development programmes after school. This was his request:

Give a little more time, be receptive. We worked until late last night. Let us go a little earlier. We don't want to go home earlier, we only want to go home with the children. It's not that we want ... The whole program is still being done during the day.

Other participants indicated that their family responsibilities do not allow them to engage in development activities outside of their required teaching time. One of the teachers pointed out that she will be involved in certain activities over week-ends, as her husband is allowed to come along. These responses point to the importance of *when* the development activities take place. As adult learners teachers have different responsibilities apart from their career, such as their family lives. The time taken for these development activities should thus take into account the other responsibilities that teachers have.

4.4.9 Incentives

The participants cited different incentives that may aid in promoting participation of teachers in development activities. One suggestion was that of time. They explained that when a development activity requires extra time from the teachers, principals should give them ‘time-off’ after dismissal of formal classes. According to these teachers this incentive of time will give them the opportunity to relax and catch up with their planning and domestic chores. As discussed in the previous paragraph, one of the teacher participants indicated that he would value “time-off” as he lives far from the school and this has many implications when he needs to stay at school for development activities.

Another teacher responded:

Of course, I think of acknowledgement, money. Money will also motivate people.

Although she acknowledged that their school is not wealthy, she suggested that management should search for sponsors to generate money to show appreciation to the staff for their efforts when involved in development activities. She suggested that this may promote participation of teachers in development activities. None of the participants, however, mentioned the 1% increase in salary as part of achieving a satisfactory level in the Integrated Quality Management System (IQMS) summative evaluation, as an incentive. They mainly focused on incentives from the school and not the WCED as such. Herzberg however claimed that pay is a hygiene factor and as such is incapable of motivating (Ahl, 2006:392; Evans, 1998:43). The responses in these interviews are contrary to what Herzberg claims. These incentives are however expected to give staff the necessary energy to face another challenging day in their demanding context. This is based on the expectancy theory of motivation which posits that individuals are more likely to put effort into their work if there is an anticipated reward they value (Evans, 1998:42).

4.4.10 Finances

Finances needed for certain development activities are mentioned as a constraint for both teachers and principals. One of the principals indicated that their school’s income does not enable them to pay for the services of specialised personnel to present activities. He does however make use of his own teaching staff that has the necessary skills, to combat this

challenge. One of the teachers who engage in self-development indicated that the financial burden is at times difficult to cope with as they are requested to pay for the courses and their petrol requirements themselves. She explained:

I registered for the Teaching Biology Project. I will, I paid R200 for the course myself. If I ask the school that I want to do the course, they will say it is for me. So no one will, I will have to use my own petrol. I will not get any money. So it is my own development and I need it. If I don't go, no one will feel I should have gone. No one will be glad if I go. It is my own development.

This was how she experienced the school's viewpoint on self-development. This teacher felt that she needs certain skills to boost her confidence in the classroom and will therefore willingly contribute to the cost of development activities. Furthermore, she indicated that she engages in self-development to prevent stagnation. As adults, it should therefore be taken into account that teachers have various financial responsibilities which may impact negatively on their motivation to participate in development activities.

4.4.11 Acknowledgement

One of the teacher participants mentioned that acknowledgement in the form of praise may motivate teachers to participate in development activities. Some of the teachers mentioned that a mere 'thank you' from the principal can boost a teacher's morale and thus motivate them to participate in development activities. Another participant responded:

Little things. If it is a teacher's birthday, give him a card or a thing, so that the teacher can feel the school cares. You can make a card on a computer.

These responses indicated that teachers seek recognition from the principal. They need to feel that they add value to the school. Evans (1998:43) states that recognition and approval are key motivational factors.

4.4.12 Comfort zone

Principal B commented that many teachers do not participate in development activities as they do not want to leave their comfort zone because they may feel that they do not need to change what they are doing. He did however mention that there are aspects of development

activities that can be implemented by teachers who are comfortable with the way they are doing things as there are constant changes and required skills in the curriculum. Furthermore, he suggested that these teachers should be taken out of their comfort zones and exposed to the changes that are taking place. It is thus possible to take teachers out of their comfort zones when focusing on subject specific changes.

One of the teacher participants felt that teachers should be forced to leave their comfort zones as this may enhance collaboration. She made this analogy:

If no one, if you do not get an account from a shop where you do not pay, if no one checks on you, if you get a red letter, then we react.

This analogy indicates that many people only respond when they are warned or threatened. As this study intends to focus on the positive aspects of motivation, it is suggested that monitoring teachers and positive feedback should replace threats and warnings. In this way, teachers may be more able to recognise the benefits that stepping out of their comfort zones may have for them and their profession. It also provides feedback which is important in adult learning. Another participant felt that it is difficult to motivate teachers in an established school who have many years of teaching experience behind them. According to him these teachers are used to each other and used to the way they do things. He therefore suggested that development activities should not take place on the school premises, but at a different location, which is neutral ground for all involved. He elaborated:

You cannot do staff development in the school, because you are looking into these four walls and you cannot break through it. If you stand a little further, you will have a better understanding of your school and where the problems are.

According to him this may afford staff the opportunity to be objective and to engage with those members of staff they do not usually engage with.

The aspect of collaboration is suggested as one of the ways in which teachers can be assisted to step out of their comfort zone. This involves opening their class room doors to

share their ideas and practices with other teachers. Thus, by acknowledging teachers' experiences and competence, interaction and collaboration may be enhanced.

4.5 PERCEPTIONS AND EXPECTATIONS

Evans (1998:154) states that the perceptions and expectations of teachers influence their motivation. This section therefore focuses on the responses of teachers and principals in the interviews regarding their perception and expectation of staff development activities. The teachers' responses indicated that they perceive staff development activities as an essential part of their daily activities. They engage in self-development through reading about their subject matter, management of their classes, surfing the internet and working with people. Furthermore, they participate in extramural activities and in formal development activities arranged by management. Many teachers viewed engaging in development activities as a way of motivating learners to perform better. However, most of the teachers from both schools had the perception that formal staff development activities are only planned as a way of complying with the IQMS process as the documents are monitored by departmental officials. According to the teachers, these activities were rarely executed. Furthermore, all the teachers interviewed claimed that their needs indicated on their Personal Growth Plans (PGP) are not provided for by the school through formally arranged school-based development activities. These are some of their comments:

At the moment, IQMS is not really done correctly. We do not know if it ends up in the waste bin.

The IQMS is meaningless at our school.

The forms go in on time, it is signed and everything, but nothing happens after that. It doesn't come, it is not arranged, not by the school itself and from the department's side there is also no development.

They indicated that there is a lack of formal development activities arranged by the school and WCED to address those needs. When possible, many of them engage in self-development to attend to some of those needs. They perceived development activities as a

means to boost their confidence and provide them with the skills needed to apply in their subject and management of large classes.

Principal A indicated that they have at least two formal development activities per year. Principal B's response was that they do not have regular formal development activities. Both principals indicated that almost all of their staff members are involved in the sport and cultural development activities of the school. Furthermore, the principals claimed that they adhere to the IQMS requirements regarding development activities. Both principals acknowledged that they fall short on monitoring the process of development and that the lack of monitoring subsequently influences sustainability. One of the principals elaborated that he is not a supporter of the IQMS as it is not a reflection of reality. He mainly uses his experience and observation of what takes place at the school to inform him of development activities needed. He indicated that:

It is seldom that we involve the whole staff, we only focus on a certain group.

These responses indicated that formal staff development activities based on the developmental appraisal of teachers are not perceived as a priority by the principals. On the question of what they expect of staff development activities, one of the teacher participants indicated that he expects staff development activities to be done on a formal basis. He elaborated that teachers and principals should move away from "corridor talks" (referring to an informal way of talking about development activities). He suggested that discussions about development activities should take place formally, where the different steps are planned and a plan of action drawn up to ensure that account can be given of the decisions taken. All the participants echoed the need for formal staff development activities arranged by the school. These responses pointed to the expectation that development activities should be monitored and sustained and that it should not only be once-off.

Generally teachers expected that staff development activities should take place on a regular basis. The teacher participants indicated that this is of particular importance as they get new teachers every year who are not familiar with the ethos of the school and who may require certain skills. Furthermore, teachers indicated a need to be part of the decisions made,

regarding their development activities. They expected that the SMT should take the initiative in getting the staff together to discuss development activities which can be arranged internally by the school. Moreover, they expected the SMT to be proactive when arranging staff development activities and not only to plan development activities when they see that the results are poor. This was the response from one of the teachers:

It probably depends on your management team. I mean, if it doesn't come from the top, then, because we complete these forms every year and indicate your shortcomings. Then I think they should take the initiative.

Teachers expected staff development activities to focus on developing the school as a whole entity, to improve teaching and learning. Both principals had the expectation that staff development will lead to improvement in teaching and learning and consequently an improvement in the school's overall pass percentage. Some of the teachers interviewed expected that development activities should focus on strategies to get more parents involved in the school, strategies to improve the payment of school fees, strategies to deal with the reading and writing problems of learners and activities that can equip them with skills to handle cultural diversity. These expectations point to the development of all stakeholders to improve the functioning of the school, aimed at their specific context. Furthermore, they expected that their needs indicated on their PGP should be attended to as, according to them, it will assist in the delivery of the curriculum and possibly lead to an improvement in results.

One of the teacher participants indicated that she expects more involvement in development activities from the WCED and not only to approach schools when they are categorised as underperforming. Many of the teachers interviewed expressed a need to know the channels they have to follow to request assistance concerning development from the WCED as they feel that there is a lack of formal development opportunities at their respective schools. Another teacher expressed the need for the monitoring of the principal's development and his management of the school by senior authorities. She expressed herself as follows:

If they put more pressure on the principal to make a success of the school. Are the IQMS of the principals done correctly by the people who are responsible for them?

Because I think now, if the principals are in such an important position in the school, is like that, they should put more pressure on the principal and this will boil down to the schools.

According to her this may lead to an improvement in the way development activities are currently managed. This statement implied that if staff knows that the principal is also subjected to development and that his/her progress is monitored, it may lead to an improvement in trustworthiness of the principal. Thoonen, Slegers, Oort, Peetsma and Geijssel (2011:507) state that trust refers to an individual's willingness to be vulnerable to another party, based on the confidence that the latter party is reliable and competent. The teacher participants indicated that they expect the principal to play a prominent role in their development. One of the participants indicated that:

For me a principal is cardinal. I think that a lot of our set-up at our school will improve if planning from the management team is improved.

This is expected to make teachers more susceptible in participating in development activities.

4.6 THE ROLE OF THE PRINCIPAL

Both principals are engaged in teaching at their respective schools. This implies that they are aware of curriculum changes and that they have experience of the challenges that teachers face in their classrooms. Pertaining to development, the principals indicated that they are mainly responsible for overseeing the planning and execution of development activities for teachers. In both schools the deputy principal was responsible for staff development as part of the IQMS process. Day (1999:83) suggests that the most important role of principals is that of a leading learner, referring to displaying and modelling the behaviour expected of teachers. Both principals indicated that they motivate their staff to participate in development activities mainly through their communication with the staff, individually or in a group. Principal A indicated that he communicates all development activities from the WCED with the staff. Furthermore, he indicated:

I will use my own experience and tell staff what to do.

According to him he appoints specific teachers for specific development activities as he knows their needs. He elaborated that he uses his more experienced teachers to motivate other teachers to participate in development activities. Principal B commented that he motivates his staff through empowerment. He explained that he does this by assigning tasks to all of the teachers and not only the SMT. Furthermore he indicated that a teacher can come to him at any time for support with these tasks, as he is willing to guide them. He elaborated:

I get the information from the SMT and School Improvement plan. We go the staff and say what the information is that we have identified. The only problem is, we have the things, there are plans, but the sustainability. We do not have as many staff development activities.

The responses of the principals indicate that they do try to play a role in the development of teachers. Based on their job description, principals have the authority to provide opportunities for development. This means that they have to know the needs of the school and to ensure that staff is exposed to development activities and opportunities to enhance teaching and learning. These needs are obtained from the developmental appraisal of teachers and the school self-evaluation, as required by the IQMS. The principals indicated that they know the needs of their staff.

Through their experience and execution of their duties as managers and leaders principals are required to communicate with the staff about suitable development activities. Teachers need to be informed about matters concerning their development. According to the principals in this study they communicate with the teachers on a regular basis to inform them of what they have observed about the individual teacher's practice and to suggest possible development activities for teachers. As evident from the discussion, the way in which communication takes place sets the scene for the response of staff. As discussed earlier, many teachers tend to resist a derogatory means of communication, which influences their willingness to participate in development activities negatively.

Teachers need to feel valued and this is influenced by the atmosphere that the principal creates when communicating with them. As teachers with experience they have a need to feel

that they are recognised and that they can make a positive contribution towards improving and sustaining learner performance. The responses from the interviews pointed to a need for recognition. From the teachers' responses in the interviews it does not seem as if the principals' use of communication motivates them to participate in development activities. Some of the comments were:

He does not play a role in the teachers', specifically in my education. I don't know how to answer this one.

Their motivation seems to be internally located. Day (1999:90) recommends that principals should realise that their work is with persons- physical, intellectual, spiritual, emotional and sound beings. This refers to a moral responsibility to treat people as human beings (Cunliffe & Eriksen, 2011:1433). Effective communication is a means of making teachers feel valued and it may promote participation in development activities.

The responses of the teachers indicated that principals should take the initiative and be proactive when planning development activities. However, the findings in this study do not indicate that the principals are taking the initiative in organising staff development activities. The findings also indicate reactive development and not proactive development. Teachers expressed a need to know in advance when development activities will take place as they have many time constraints due to their work load and personal lives. Strategic planning seems to be lacking in these schools. Many of the teachers expressed a concern for the lack of planning. Principals need to take cognisance of the many duties teachers need to perform to ensure that planned development activities will serve its purpose. The teachers in this study do not seem to think that the principals are taking cognisance of their duties and needs. Identifying and addressing the needs of teachers are thus important factors to take into consideration when being proactive to plan development activities.

The deputy principals were responsible for the implementation and monitoring of the IQMS process at both schools. However, both principals indicated that they guide the deputy principals during the IQMS process. Nevertheless, as indicated by the teacher participants, the developmental appraisal section of the IQMS process is not adhered to. Many of the

teacher participants felt that their development appraisal should be monitored by the principal to ensure that feedback and reflection take place. It is suggested by some of the teacher participants that monitoring can ensure sustainability. From the responses, monitoring is viewed as support and not as assessment. The participants indicated that principals are in a position to provide support to staff in the development process and if support is given it may promote participation in development activities. Evans (1998:102) claims that positive job related attitudes are sustained when teachers are supported in their efforts to meet challenges. The principal is thus in a position to support teachers in their development and the principal is expected to play a more prominent role in development.

The principals are in a position to motivate staff to participate in development activities by creating conditions to promote participation. Are they actually doing it? Linda Evans (1998:34) states that 'motivation is a condition or the creation of a condition that encompasses all those factors that determine the degree of inclination towards engagement in an activity'. Even though principals need to inspire and encourage the teachers, as strong leaders, they will at the same time increase and maintain their own motivation (Kocabas, 2009:725). In this study the findings do not indicate that the principals are creating conditions to promote participation of teachers in development activities or to promote their own participation.

4.7 SUMMARY

Principals and teachers indicated the following aims of staff development activities for their respective schools.

- To promote learner achievement.
- To obtain 60% and higher in the NSC per subject or as a school.
- To promote learner discipline.
- To become computer literate.
- To boost self-confidence of teachers.
- To develop leadership capacities.
- To develop organisational capabilities.

These aims are indicative of the challenges that teachers in these contexts face. As evident from the discussion the main focus is on the management of large classes and this is expected to lead to an improvement in learner discipline and possibly an improvement in learner results.

This chapter presented and discussed the results for the research by reporting on information gathered from the semi-structured interviews. The responses obtained in the interviews revealed that all teachers and principals who participated in this study, view staff development activities as imperative in teaching and learning. Furthermore, many types of activities that teachers are engaged in during a typical school day are regarded as developmental. These activities include reading, teaching, talking to learners and meetings. The teachers in this study are all involved in co-and extracurricular activities and teaching at their respective schools. As part of their pedagogy they are expected to expose themselves to reading material to increase their knowledge and then to convey the content to the learners. Many of the teachers indicated that they engage in self-development to boost their confidence and to develop skills necessary for them to perform their teaching practice. Different factors are mentioned by teachers as impacting on their participation in development activities, whether it is self-development or engaging in formal development activities or the extra and co-curricular activities of the school.

The principals conveyed the way they manage development activities at their respective schools. Both principals mentioned that they guide the deputy principal who is responsible for the planning of staff development activities. At both schools, however, the teacher participants expressed concern for the lack of development activities which should address the needs they identified. Teachers seem to resist activities that does not interest them and which does not seem to benefit them. The approach taken by the principal was mentioned as a major factor in resisting development activities as teachers may not feel respected and valued. Resistance may include not adhering to due dates or not showing up at meetings or other development activities. The role of the principal is regarded as cardinal in the management of development activities.

Some teachers seem to value relatedness and interaction, but also seek opportunities for achievement. They are therefore not only situated at the basis of Maslow's hierarchy, as they simultaneously seek satisfaction of needs from more than one category. It is suggested that the factors that may have an impact on the participation of teachers in development activities, are taken into account when development activities are planned. An increase in participation may expose teachers to the required skills and knowledge to enhance learner performance.

The discussion indicates that participation in development activities are subject to various factors. The availability or lack of these factors can motivate staff to participate in development activities. The factors mentioned by teachers were the following: passion, enjoyment, empowerment, collaboration, labelling as underperforming, communication, experience, interpersonal relationships, relevance, approach, presenters, self-esteem, time, incentives, finances, acknowledgement and the comfort zone. Gregson and Sturko (2007:5) claim that teachers respond to both internal and external motivation and they regard internal motivation as more powerful than external motivation. Thoonen *et al.* (2011:504, 505) assert that motivational factors comprise three components, namely expectancy (the perceived competence to do a task), value (interest attributed to a task) and the affective components (teachers' feelings or emotional reactions to their task or the school in general). The factors discussed here are thus expected to have sufficient power to energise behaviour and generate movement of teachers to participate in development activities.

The following chapter provides a synthesis of the results and conclusions. Recommendations for further study and for the motivation of staff to participate in staff development activities are made based on the findings in this study.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a synthesis of the literature review and research findings obtained by the semi-structured interviews in terms of the research questions posed in chapter one. I will start by synthesising the findings based on the individual research questions, followed by recommendations based on the findings for staff development and motivation. Lastly I will indicate a few suggestions for further research.

5.2 SYNTHESIS OF FINDINGS

The research questions in this research were:

- What motivates staff to participate in staff development activities?
- What is the link between motivation and staff development in underperforming schools?
- What factors can hinder or enhance staff development activities?
- What are teachers and principals' perceptions and expectations of staff development activities?
- What are the aims of staff development activities?
- What is the role of the principal in staff development?

The main research question is: How can motivation serve as a catalyst to initiate participation of staff in staff development activities?

5.2.1 Factors that motivate staff to participate in development activities

The presentation of the findings in Chapter four (par 4.5) indicate that the principals and teachers regard a possible increase in knowledge and specific skills for their subject area as factors that motivate them to participate in development activities. It seems that teachers and principals value the type of learners that they work with as they feel that they can make a positive difference in the lives of these learners. Teachers mentioned the development of skills such as leadership skills, professionalism and management of classes as factors that motivate them to participate in development activities as it allows them to reflect on their actions. These skills refer to empowerment which is one of the adult learning principles (Gregson and Sturko, 2007:5). Furthermore, most of the participants indicated that they have a passion for the work they do, viewing it as service to the community and children from

disadvantaged backgrounds. They are thus trying to make a positive difference in the lives of disadvantaged students as they experienced a similar background when they grew up. According to Lawler (2003:16) the life experiences of adults influence their motivation to engage in development activities. These factors indicate intrinsic motivation. This refers to doing an activity for the inherent pleasure and satisfaction (Fernet, 2011:309) as stated in Chapter two (par 2.1). One participant mentioned that for him it is fulfilling to experience the development of the talents of learners. Another teacher participant claimed that: "If it is best for the child, I will do it". Many of the participants indicated that they want their learners to create a better future for themselves. The plight of the disadvantaged child is thus a motivating force. This relates to McClelland's need for affiliation which is associated with a sincere interest in others' feelings (Evans, 1998:37). Furthermore, it builds on the experiences of the teachers which are incorporated into the adult learning principles (Gregson and Sturko, 2007:5).

Collaboration was regarded by some of the teacher participants as important. This relates to the social theory which claims that learning is not only individual, but also social in nature (Earley & Weindling, 2004:175). Furthermore, collaboration involves interaction between people and therefore positive interpersonal relationships are important. According to Day (1999:73, 83) positive interpersonal relationships are important motivational factors, specifically for adults. These are important aspects for teachers to learn from each other and it correlates with McClelland's need for affiliation and Maslow's need for belonging as discussed in Chapter two (par 2.4.2.6 and par 2.4.2.10).

The 60% criteria requirement to be labelled as a performing school is viewed as a motivator as evident from the findings presented in Chapter four (par 4.3.5). It drives teachers to engage in development activities to enhance their teaching to promote learner achievement. As discussed in Chapter two (par 2.4.2.8), the 60% criteria is an extrinsic factor, but it may lead to intrinsic motivation. Teachers view the attainment of a 60% pass rate as an achievement, especially in their demanding context. This relates to self-efficacy and the attribution theory. How teachers perceive this task of achieving 60% and their beliefs about their capabilities contribute to their participation in development activities. Their personality and professionalism propel them. The findings indicate that the principal and the Department

of Education (DoE) do not play a major role in their development. Based on Vroom's expectancy theory, it indicates that teachers will engage in development activities if they expect that their involvement in the activity will lead to an increase in results (see par 2.4.2.2). The need for achievement will thus be the motivating force for the teacher to participate in development activities. Feedback, as part of the adult learning principles, is an important aspect in this process as teachers need to see the results of their efforts (Earley and Weindling, 2004:175).

5.2.2 Link between staff development and motivation

Underperforming schools have peculiar circumstances that challenge those working in these environments. Specific contextual and organisational factors are mentioned by teachers and principals as impacting on their participation in development activities. Kocabas (2009:725) states that an individual's motivation level is dependent on the social and material benefits he/she will gain and that goals influence motivation. Therefore the staff development activities should provide staff with benefits. What is in it for them? This relates to the principle that adults will engage in learning if the goals and objectives are realistic and useful (Earley and Weindling, 2004:175). Even though the responses of some teachers indicate that they are intrinsically motivated, they do mention that there are extrinsic factors that may influence their participation in development activities. They therefore need a reason to participate in certain development activities. In other words, if the reason stimulates them, they will be more willing to engage in development activities. Teachers mention specific contextual factors such as large classes and finances that negatively impacts on their participation in development activities. They do however also mention factors that positively impacts on their motivation. There is thus a link between their motivation and their participation in staff development activities.

From the findings it can be deduced that the underperforming context propels teachers to participate in development activities. They indicate that they want to make a difference in the lives of the disadvantaged children that they work with. The socio-economic context as discussed in Chapter two (par 2.3) motivates them to develop. It motivates them to do things differently to enhance the learner's learning experience and possibly have a positive influence on the learner's future. Even though teachers mentioned factors that may undermine their inclination to participate in development activities, it seems that their motivation to develop is

stronger than these deterring factors. It can only be assumed that, as evident from the profile and responses of the participants in this study, their own experiences as young learners in these similar contexts motivate them to develop to provide in the needs of those learners from similar backgrounds.

I therefore postulate that addressing the deterring factors mentioned in chapter two (par 2.4.3), may motivate more teachers to participate in staff development activities. Addressing the extrinsic needs may be a conduit to intrinsic motivation. Kocabas (2009:725) claims that there is a “string of motives behind every kind of behaviour”. Therefore, to exert the behaviour of participation in development activities, teachers need a reason that will influence them positively. Furthermore, it is suggested that prospective teachers should be exposed to the challenging conditions of underperforming contexts during their pre-service training. This is expected to lead to an understanding of challenging contexts and possibly motivate teachers to participate in development activities.

5.2.3 Factors that hinder or enhance staff's participation in development activities

Apart from the intrinsic factors, teachers mentioned extrinsic factors that will influence their motivation to participate in development activities. Teachers mentioned that effective communication about development activities will stimulate them to participate in development activities, as they will be informed about the types of development activities and its relevance to them. They expect that the communication should be verbal and written and done on a formal basis such as a meeting and not in an informal setting. Miscommunication can lead to misunderstandings which could impact negatively on participation in development activities. Furthermore, formal communication, where teachers' opinions are valued is expected to lead to monitoring, feedback, reflection and sustainability, which is part of the principles of adult learning (Lawler, 2003:19 and Earley and Weindling, 2004:175).

Teachers requested that their experiences should be taken into account when staff development activities are planned. Teachers as adults have prior knowledge, skills, interests and competence (Earley & Weindling, 2004:175) as discussed in Chapter two (par 2.6). These should thus be valued and extended as adults' experiences influence their conceptualisation. They believe that they can make a positive contribution based on their knowledge and skills which they have acquired through their experiences as practising

teachers. Some teachers mentioned that based on their experiences they have the ability to present certain development activities and their experiences should thus be used as assets. Furthermore, their experiences are an indication of the type of development activities that they are in need of.

Interpersonal relations are mentioned by all teachers as a requirement for collaboration. Most of the teachers mentioned team work as important as it employs collaborative enquiry which is important in adult learning (Gregson and Sturko, 2007:5). This should be built on relationships of understanding and trust. Interpersonal relationships relate to McClelland's need for affiliation as well as Maslow's need for belonging (see par 2.4.2.6 and par 2.4.2.10). Many teachers expressed this need which refers to social needs. The prospect of collaboration motivates teachers to participate in development activities. Both schools make use of social events to positively construct interpersonal relationships where the focus is on conversations between members of staff, away from school. It is expected that conversations may aid in collaboration. Despite the advantages of these social events, there are however, some disadvantages as mentioned in Chapter four (par 4.4.3), which should be taken into account during the planning of these events, as it may have a detrimental effect on relationships and thus participation in development activities.

The relevance of the staff development activity is mentioned by teachers and principals as a factor that influences their participation in development activities. If teachers and principals are not aware of how the development activity will benefit them, they are not likely to engage in development. The activity should thus be relevant to the needs of the teachers. They need to know what is in it for them. This relates to Vroom's expectancy theory which assumes that people make rational choices about their work behaviour (Porter, Bigley and Steers, 2003:13). Teachers expect that when they engage in development, it should lead to an outcome that is relevant to their needs. Furthermore, the role and style of the presenter of the activity is mentioned as an important factor that influences participation in development activities. One of the principals mentioned that he is a "guy for action". This implies that some people have the need to be actively involved in an activity which could point to their value and also draw on their experiences, thus related to adult learning (see par 2.2).

The approach taken by principals, whether autocratic or democratic is mentioned as a major factor that will direct inclination of teachers towards participating in a development activity. Teachers seem to resist an autocratic approach. The approach taken by the principal is also indicative of the atmosphere that will prevail at the school which could in turn influence the morale of teachers as teachers may not feel valued or respected. The role that the principal plays therefore determines the inclination towards the development activity. McGregor's Theory Y approach is expected to enhance teachers' participation in development activities as it focuses on the value of teachers. It is suggested that principals should believe that their teachers have the capacity to improve the school's results. This approach may have a positive effect on teachers' inclination to participate in development activities as it involves teachers in the decision making process and allows for creativity. These are important factors in adult learning as discussed in Chapter two (par 2.2).

Self-esteem is mentioned by teachers as a factor that will influence their participation in development activities. Self-esteem relates to Maslow's esteem needs, which is at the higher levels of needs (see par 2.4.2.10). The participants in this study did not mention the basic needs of survival and security referred to in Maslow's hierarchy of needs. However, the fact that they did not mention these needs does not imply that these needs have either been met or not met. It seems that their self-esteem is not built on the satisfaction of the basic needs. The responses from the interviews indicate that how individuals view themselves in relation to others will determine their level of motivation to participate in development activities. Furthermore, Day (1999:141) suggests that adults are at different stages in this hierarchy, due to differences in age, expertise and commitment. Principals are in the position to address this important issue through their communication and their approach. Teachers need to know that what they are doing is a contribution to the school. They therefore need to feel valued and confident as self-esteem is regarded as a growth factor.

Teachers mentioned that incentives such as time-off (time off from work after formal dismissal of classes), acknowledgement, recognition and money will promote their participation in development activities. As adults they have many time constraints due to their conditions of service and their family responsibilities (Ahl, 2006:395). If they could therefore have time awarded to attend to their personal obligations, they may be more susceptible to put in extra

time for development purposes as they do not get paid for using their own time to participate in extra and co-curricular activities of the school. Recognition through acknowledgement of the activities that they are engaged in may promote their participation in development activities as teachers may feel valued and that they are contributing to the school. Teachers mentioned that this recognition can take the form of just a “thank you” from the principal. Herzberg refers to recognition as a factor that motivates people, whereas money is regarded as a hygiene factor which cannot motivate people (see par 2.4.2.12). The views of the teachers in this study are that money as a form of recognition and reward *can* motivate them to be more involved in development activities.

The comfort zone is mentioned by some of the participants as a factor that hinders participation in development activities. Teachers in their comfort zone may feel that they do not need to change as they are not subject to the needs of the other teachers. They are used to doing things a certain way. However, it is suggested that teachers be taken out of their comfort zone to see the different opportunities (Lemberg, 2007:15) available in the quest to improve the school’s results. It is suggested that addressing and incorporating the factors depicted in the various motivation theories and adult learning principles may facilitate in taking teachers out of their comfort zone.

5.2.4 Perceptions and expectations of staff development activities

The findings presented in Chapter four (see par 4.5) indicate that formal staff development activities are perceived as redundant by the principals in this study as they do not make provision for formal development activities for their staff at their respective schools. Teachers on the other hand perceive staff development activities as having the ability to increase their knowledge and skills and improve their self-confidence. Therefore, many of the teachers engage in self-development. Many of the teachers in this research expressed the need for formal staff development activities arranged by the school or Western Cape Education Department (WCED) based on what they indicated on their personal growth plans (PGP). Both teachers and principals do however expect that staff development activities will lead to an improvement in the school’s results.

5.2.5 Aims of staff development activities

Both principals and teachers agree that the aim of staff development is first and foremost to improve the knowledge and skills of teachers and principals and subsequently (through

teaching) an improvement in learner performance. The contextual factors play a role in determining the aims of staff development activities. The contextual factors mentioned by teachers and principals that impact on their participation in development activities are large classes, ill-disciplined learners, learner absence, a lack of resources, lack of sufficient funds and interpersonal relationships, as discussed in Chapter four (par 4.2). Teachers are mainly inclined to participate in development activities that focus on the management of large classes and ill-disciplined learners, as they expect that the effective management of classes could result in more learning taking place. The teachers indicated that their participation in self-development activities is restricted due to their limited finances as the school does not always pay for this. Some of them do however engage in self-development activities with the aim of gaining confidence if they can afford it. Both schools in this study make use of internal sources (their own teachers) to arrange development activities to limit their expenditure. A lack of resources, such as computers or a non-functional library forces these schools to arrange development activities aimed at the effective utilising of their limited resources.

The staff development activities that does take place at the two schools in this research aims to do the following, as outlined in Chapter four (par 4.7).

- To promote learner achievement. Staff engages in subject specific development such as extra classes and winter and spring schools arranged by the school or WCED. As mentioned in Chapter two (par 2.3), success is measured in terms of how many learners pass the NSC examinations. Therefore, learner achievement is high on the priority list of underperforming schools.
- To obtain 60% and higher in the NSC examination. To reach this benchmark, the staff engages in subject specific development activities. The attainment of 60% per subject relates to the goal-oriented motivation theories and McClelland's need for achievement (par 2.4.2.6 and par 2.4.2.8).
- To promote learner discipline. Both these schools have had several workshops on learner behaviour. In chapter two (par 2.3) the context of underperforming schools was discussed. Factors such as overcrowded classes, poverty, one-parent headed households and poor infrastructure leads to many challenges regarding discipline. Therefore development activities to manage learners are important.

- To become computer literate. Both schools have had and still continue to have computer literacy activities as it may aid in time-management of teachers and in their planning for lessons. This enables teachers to compete globally, as mentioned in Chapter two (par 2.1). Furthermore, a lack of resources such as computers, leads to the need to develop in terms of computer skills.
- To boost self-confidence (par 4.4.10). The teachers indicated that they engage in self-development to boost their confidence in conveying the subject matter. At school level, they should therefore feel that they contribute towards a positive ethos of the school and this is expected to build confidence.
- To develop the skills needed for their pedagogy. The teachers indicated that they engage in self-development to address this need (par 4.4.10).
- To manage large classes (par 4.3.3). Both of the schools in this study indicated that their teacher: learner ratio is higher than what it is expected to be, therefore the number of learners per class is very high. It is thus a huge challenge to effectively deliver the curriculum in these circumstances as managing large classes relates to learner behaviour.
- To develop leadership capacities. The teacher participants indicated that they engage in certain activities as it develops leadership abilities in them. Christie, Buttler and Potterton (2007:23, 112) state that leadership involves the exercising of influence over others. This could assist teachers in their role as leader of a class. McGregor's theory X and Y can thus be applied to the job description of the teacher, as well as that of the principal (see par 2.4.2.11).
- To develop organisational capabilities. The teachers indicated that certain development activities enable them to organise events and their planning effectively. Planning was mentioned in Chapter two (par 2.4.5) as a crucial factor in staff development.
- To develop positive relationships. This aim was evident in the social functions that both schools have committed themselves to. This aim relates to McClelland's need for affiliation, the social theory and Maslow's need for belonging. As mentioned in Chapter two (par 2.3), underperforming schools are characterised by fragmented relations. These should thus be restored.

Most of the learners in these schools lack the support structure at home such as resources, a caring parent or extra tutoring classes. These conditions impact on the type of development activities that the schools need to undertake to enhance the learning experience and possibly promote learner achievement. The aims of the staff development activities in these schools are thus to address their particular challenges in their context and to equip teachers with the skills needed to teach learners from these backgrounds.

5.2.6 Role of the principal

The findings presented in Chapter four (par 4.6) indicate that teachers expect the principal to play a more prominent role in their development. Both principals claimed that they communicate their views on staff development activities, based on observations and the developmental appraisal (DA), to the coordinator of the Integrated Quality Management System (IQMS) process, as well as to the staff. The teachers' responses, as presented in Chapter four (par 4.5), points to a misunderstanding or miscommunication regarding teachers' and principals' expectations of staff development activities. The principal should therefore communicate the vision of the school to the teachers, for them to feel that they are valued and that the principal contributes to their development.

Hallinger (2011:133) suggests that leadership can be a supporting factor for school improvement. This implies that staff needs to be supported in their development, whether it is self-development, the established daily development of the school or formal development activities arranged by the school. This support is needed especially in the context of underperforming schools that need to develop to performing schools. Principals are in the position to establish a collaborative and supportive culture. Hallinger (2011:137) suggests that leadership strategies need to match the context. The leadership style is thus dependent on the context. The approach of the principal was mentioned by teachers as a factor that influences their motivation to participate in development. An autocratic approach is said to hinder their motivation to participate in development activities, whereas a democratic approach is said to enhance their morale and their motivation levels to participate in development activities. Furthermore, the principal is in a position to acknowledge staff, as he/she is in the highest position of authority at the school. The principal can therefore make the staff feel valued or not valued. McGregor's Theory Y approach thus proves useful in the principal's dealing with teachers.

Many of the teachers asked that the principal should also be subjected to monitoring from his senior. This is expected to assure them that they can trust the principal in his guidance of them. Kocabas (2009:725) states that school leaders must inspire encourage and at the same time manage their own motivation. It is expected to motivate staff to participate in development activities if they are led by example. The principal is thus in a position to motivate staff to participate in development activities.

5.3 RECOMMENDATIONS

The following recommendations are suggested based on the findings of this study:

5.3.1 Recommendations for staff development

- The planning of staff development activities should take into account the time constraints of teachers as adult learners with reference to their workload and family responsibilities (see 4.4.8).
- Schools should find creative and innovative ways to incorporate development into the daily activities of teachers. Many of the daily activities of teachers such as scheduled meetings can be improvised to aid in development (see 2.5).
- Formal staff development activities must be planned on a forward calendar as part of the school's strategic planning (see 2.5).
- Schools should design a policy for staff development which focuses on the context of the school and which addresses the needs of teachers (see 2. 5.1).

5.3.2 Recommendations for motivation

- Development activities organised should be interesting and purposeful to meet the needs of the teachers (see 2.5.3).
- The principal should motivate staff by addressing the needs of teachers (see 4.4).
- The principal should create an environment conducive to development based on the factors that teachers have mentioned that impact on their motivation (see 4.6).

5.3.3 Recommendations for further research

It is suggested that further research should concentrate on the impact of specific contextual factors on the intrinsic motivation of teachers as intrinsic motivation has a longer positive effect on people.

5.4 STAFF DEVELOPMENT, MOTIVATION AND ADULT LEARNING

Following is a suggestion on how the motivation theories can be used to design staff development activities with the aim of promoting teacher participation.

Table 5.1 Motivation theories for staff development activities and adult learning

STAFF DEVELOPMENT ACTIVITY	MOTIVATION THEORY	ADULT LEARNING PRINCIPLES
Completing a task on time	Economic/ Rational theory	Acceptable reward
Involvement in extra and co-curricular activities	Vroom's expectancy theory	Acceptable reward
Team building activity	Social theory	Collaboration Interpersonal relationships
Social function (at start or end of term)	Maslow's need for belonging	Collaboration Interpersonal relationships
Joint realistic goal setting	Goal theory	Participation in selection of goals Collaboration Feedback about progress
Teacher who has personal responsibility for a task	McClelland's need for achievement	Individualism Empowerment
Teacher as coordinator of a group working on one of the focus areas of the school improvement plan	McClelland's need for power	Empowerment
Teacher to present a workshop	McClelland's need for autonomy	Individualism Experience acknowledged
Teachers working in a group on one of the focus areas for school improvement	McClelland's need for affiliation	Interpersonal relationships Collaboration
Joint vision setting	McGregor's Theory X and Theory Y	Participation Collaboration
Praise or incentives	Herzberg's two-factor theory	Recognition
Open discussion on teachers' feelings (instincts and emotions) regarding school policies and structures. What drives them?	Psycho-biological theory	Climate of respect Feedback

5.5 CONCLUSION

From the discussion it is evident that development is important as it aids in understanding policies, the curriculum and processes of the school (DoE, 1998) such as teaching and learning. The context of underperforming schools lends itself to specific development activities. However, development activities are only effective if it has participants (the teachers). If teachers do not participate in development activities it serves no purpose. Dickinson, McBride, Lamb-Milligan and Nichols (2003:164) suggest that teachers must be role players in staff development by taking an active role in the process. Being involved in decisions is part of the principles of adult learning. Quality education needs quality teachers

(Hildebrandt & Eom, 2011:422) therefore teacher development needs to be supported and staff development is a way of ensuring quality teachers.

This research suggests that motivation can serve as a catalyst for staff's participation in staff development activities. The different motivation theories serve as a tool that can be used to energise teachers to participate effectively in staff development activities. Knowing the needs of teachers and knowledge of the motivation theories and adult learning principles is imperative for the school leader. This knowledge enables the leader to cultivate a culture of quality teaching and learning through development. Hood (2001:19) suggests that the presence of motivation is crucial to the effectiveness of an organisation (in this case the school) and that staff should be treated as assets and not costs. Without a motivated staff, the effort and resources spent on development activities are futile.

Both timing and space are crucial when considering the motivation of staff as motivation is a continuous process that depends upon the forces operating within the individual, the organisation and the external environmental forces and constraints (Hood, 2001:21). Gregson and Sturko (2007:150) agree that teachers need both intrinsic and extrinsic motivation for them to participate in development activities. Teachers are adults and therefore the principles of adult learning should be taken into account when planning staff development activities. This study is significant as it contributes to our understanding of important and often misinterpreted issues in the context of underperforming schools.

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7. APPENDICES

7.1 APPENDIX A: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

TITLE OF STUDY: MOTIVATION AS A CATALYST FOR STAFF DEVELOPMENT IN UNDERPERFORMING SECONDARY SCHOOLS.

PURPOSE OF THE STUDY: TO DISCUSS WAYS IN WHICH MOTIVATION CAN AID IN THE DEVELOPMENT OF TEACHERS

1. In terms of your teaching, what do you do best?
 - 1.1 How did you develop these skills?

2. What do you expect of staff development activities at your school?
 - 2.1 What needs should it address?
 - 2.2 What should the outcomes be?
 - 2.3 What types of development activities do you regard as worthwhile?

3. What types of development activities have taken place at your school?
 - 3.1 Are they applicable to your school context?
 - 3.2 How often does the school have staff development activities?
 - 3.3 When do staff development activities take place? Why? Is it sustained?

4. What are the challenges regarding context, facing your school?
 - 4.1 How does this affect your development?

5. What motivates you to participate in development activities?
 - 5.1 What might deter you?
 - 5.2 Is motivation important in staff development? Why?

6. How can staff development activities at your school be improved?
 - 6.1 Does the school have a staff development policy?
 - 6.2 How can 'needs' be identified?
 - 6.3 Who is expected to organise staff development activities?

ONDERHOUDSKEDULE

TITEL VAN NAVORSING: MOTIVERING AS 'N KATALISATOR VIR
PERSONEEL ONTWIKKELING IN
ONDERPRESTERENDE SEKONDÊRE SKOLE.

DOEL VAN DIE NAVORSING: OM WYSES WAAROP MOTIVERING DIE ONTWIKKELING
VAN ONDERWYSERS KAN ASSISTEER, TE BESPREEK.

1. Ten opsigte van u onderrig, wat doen u die beste?
 - 1.1 Hoe het u hierdie vaardighede ontwikkel?

2. Wat verwag u van personeel ontwikkelingsaktiwiteite by u skool?
 - 2.1 Watter behoeftes moet dit aanspreek?
 - 2.2 Wat moet die uitkomst wees?
 - 2.3 Watter tipe ontwikkelingsaktiwiteite beskou u as waardevol?

3. Watter tipe ontwikkelingsaktiwiteite het reeds by u skool plaasgevind?
 - 3.1 Is dit van toepassing op u skool konteks?
 - 3.2 Hoe gereeld het die skool personeel ontwikkelingsaktiwiteite?
 - 3.3 Wanneer vind personeel ontwikkelingsaktiwiteite plaas? Hoekom? Word dit onderhou?

4. Watter uitdagings, rakende konteks, staar u skool in die gesig?
 - 4.1 Hoe beïnvloed dit u ontwikkeling?

5. Wat motiveer u om deel te neem aan ontwikkelingsaktiwiteite?
 - 5.1 Wat mag u moontlik weerhou van deelname aan ontwikkelingsaktiwiteite?
 - 5.2 Is motivering belangrik in personeel ontwikkeling? Hoekom?

6. Hoe kan personeel ontwikkelingsaktiwiteite by u skool verbeter word?
 - 6.1 Het die skool 'n personeel ontwikkelingsbeleid?
 - 6.2 Hoe kan behoeftes bepaal word?
 - 6.3 Van wie word daar verwag om personeel ontwikkelingsaktiwiteite te organiseer?

7.2 APPENDIX B: APPROVAL FROM WCED

Western Cape
Government

Education

Directorate: Research

Audrey.wyngaard2@gawc.gov.za

tel: +27 021 476 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20120203-0001

ENQUIRIES: Dr A T Wyngaard

Ms Rene Terhoven
32 Barnabas Shaw Street
Sir Lowry Pass
7133

Dear Ms Rene Terhoven

RESEARCH PROPOSAL: MOTIVATION AS A CATALYST FOR STAFF DEVELOPMENT IN UNDERPERFORMING SECONDARY SCHOOLS IN SOUTH AFRICA

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Approval for projects should be confirmed by the District Director of the schools where the project will be conducted.
5. Educators' programmes are not to be interrupted.
6. The Study is to be conducted from **01 March 2012 till 30 September 2012**
7. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
8. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number.
9. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
10. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
11. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
12. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Audrey T Wyngaard

for: **HEAD: EDUCATION**

DATE: 03 February 2012

MELD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE /
NCEDA UBHALE IINOMBOLO ZESALATHISO KUVO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>

INBELSENTRUM /CALL CENTRE

7.3 APPENDIX C: APPROVAL FROM STELLENBOSCH UNIVERSITY



UNIVERSITEIT STELLENBOSCH UNIVERSITY
jou kenniswortel • your knowledge partner

Approval Notice New Application

04-Jun-2012

TERHOVEN, Rene Benita

Protocol #: DESC12/2012

Title: Motivation as a catalyst for staff development in underperforming secondary schools in South Africa

Dear Mrs Rene TERHOVEN,

The **New Application** received on **23-Mar-2012**, was reviewed by Research Ethics Committee: Human Research (Humanities) via Committee Review procedures on **02-Apr-2012** and has been approved.

Please note the following information about your approved research protocol:

Protocol Approval Period: **26-Apr-2012 -25-Apr-2013**

Present Committee Members:

Fouche, Magdalena MG
Van Wyk, Berte B
Mostert, Paul PJ
Hansen, Leonard LD
De Villiers, Mare MRH
Hattingh, Johannes JP
Theron, Carl CC
Somhlaba, Ncebazakhe NZ
Bitzer, Elias EM
Engelbrecht, Sidney SF
Van Zyl, Gerhard G

Standard provisions

1. The researcher will remain within the procedures and protocols indicated in the proposal, particularly in terms of any undertakings made in terms of the confidentiality of the information gathered.
2. The research will again be submitted for ethical clearance if there is any substantial departure from the existing proposal.
3. The researcher will remain within the parameters of any applicable national legislation, institutional guidelines and scientific standards relevant to the specific field of research.
4. The researcher will consider and implement the foregoing suggestions to lower the ethical risk associated with the research.

You may commence with your research with strict adherence to the abovementioned provisions and stipulations.

Please remember to use your **protocol number (DESC12/2012)** on any documents or correspondence with the REC concerning your research protocol.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

After Ethical Review:

Please note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required. The Committee will then consider the continuation of the project for a further year (if necessary). Annually a number of projects may be selected randomly for an external audit.

National Health Research Ethics Committee (NHREC) number REC-050411-032.

This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki, the South African Medical Research Council Guidelines as well as the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health).

Provincial and City of Cape Town Approval

Please note that for research at a primary or secondary healthcare facility permission must be obtained from the relevant authorities (Western Cape Department of Health and/or City Health) to conduct the research as stated in the protocol. Contact persons are Ms Claudette Abrahams at Western Cape Department of Health (healthres@pgwec.gov.za Tel: +27 21 483 9907) and Dr Helene Visser at City Health (Helene.Visser@capetown.gov.za Tel: +27 21 400 3981). Research that will be conducted at any tertiary academic institution requires approval from the relevant parties. For approvals from the Western Cape Education Department, contact

Dr AT Wyngaard (awyngaar@pgwc.gov.za, Tel: 0214769272, Fax: 0865902282, <http://weed.wcape.gov.za>).

Institutional permission from academic institutions for students, staff & alumni. This institutional permission should be obtained before submitting an application for ethics clearance to the REC.

Please note that informed consent from participants can only be obtained after ethics approval has been granted. It is your responsibility as researcher to keep signed informed consent forms for inspection for the duration of the research.

We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 0218089183.

Included Documents:

DESC FORM

Sincerely,

Sidney Engelbrecht
REC Coordinator
Research Ethics Committee: Human Research (Humanities)

7.4 APPENDIX D: CONSENT FORMS

UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvennoot • your knowledge partner

**2012
STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH**

MOTIVATION AS A CATALYST FOR STAFF DEVELOPMENT IN UNDERPERFORMING SECONDARY SCHOOLS

You are asked to participate in a research study conducted by René Terhoven (B.Sc (Ed) and B.Sc (Hons)) from the Education Faculty, Department of Policy Studies at Stellenbosch University. The results of this study will be submitted to the University of Stellenbosch in partial fulfillment for the requirements for the degree of Master of Education (M.Ed). The thesis will therefore be presented to examiners of the university. You were selected as a possible participant in this study because I feel you will be able to make a significant contribution towards understanding motivation and staff development in underperforming schools.

1. PURPOSE OF THE STUDY

- To establish how motivation can facilitate staff development activities of secondary schools, with the possible effect of improving teaching and learning.
- To explore teachers' and principals' perceptions and expectations of staff development activities.
- To explore the importance of motivation in staff development.
- To determine factors which motivate and demotivate teachers to develop.
- To determine factors that can hinder or enhance staff development activities and motivation.

2. PROCEDURES

If you volunteer to participate in this study, I would ask you to do the following things:

- To participate in semi-structured (open-ended questions) interviews.

DATES AND TIME

- The interviews are expected to last between 30-45 minutes.
- The interviews will be arranged at a date and time that is convenient for you after dismissal of formal classes, during April and May 2012.

LOCATION

- Your school.
- At no stage will your true identity or that of your school be used. Participants in the study will be referred to as Principal 1, Teacher 1, etc. Schools will be referred to as School A and School B.
 - Any comments made by the participants will be incorporated into the thesis in the form of a narrative.
- I would like to have your consent to use an audio recording device which will help me to analyze the data gathered at a later stage. These recordings will only be used for the purpose of extracting the necessary data from our interview. No other person will have access to the recordings.
- You can decline to answer any question (s) at any time or request that the interview be stopped.

- You can withdraw from the study at any time without giving any reasons(s). Should you decide to do this, I request that you inform me of your decision so that your interview material can be withdrawn from the study.
- A follow-up interview will be scheduled once the audio recordings have been transcribed. This will enable you to look at the transcripts to ensure that you agree with it. Also to enable the researcher to clarify any statements that might not be clear.

3. POTENTIAL RISKS AND DISCOMFORTS

I do not foresee any possible risks or discomforts through participation in this study.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

There will not be any direct benefits to the participants.

The potential benefits however, expected from the research are that it can aid in the motivation of teachers and the principals and hence possibly enhance staff development activities of the school. Furthermore, it may promote teaching and learning.

5. PAYMENT FOR PARTICIPATION

Participation in this study is on a voluntary basis. There will be no remuneration for the participation in this study.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of anonymity of all participants.

The information obtained will be stored in a safe in the researcher's office, to which only the researcher has access. After successful completion of the thesis, all information will be destroyed by the researcher.

The interviews will be audio taped, with the consent of the participant. The participant has the right to edit it at any time before the completion of the thesis. All information will be erased after successful completion of the thesis.

Names of participants and places will be replaced with neutral identifiers (Teacher 1, Principal 1, School A, School B, etc). At no stage will the true identity of the participants be revealed.

As mentioned earlier, the final thesis will have to be submitted for exam purposes. The final paper will be submitted to my study leader, Prof Jan Heystek (021 808 2877) and the examiners.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the research personnel:

Principal Investigator: Ms René Terhoven

Cell no.: 072 352 4234

Tel. no.: 021 854 8614

Work Tel.no.: 021 845 7081

Work Address: Rusthof Secondary School

Broadlands Road

Strand

7140

Home Address: 32 Barnabas Shaw Street

Sir Lowry's Pass

7133

e-mail address: ramjeerb@hotmail.com

Supervisor: Prof. J. Heystek

Cell no.: 084 722 9136

Work tel. no.: 021 808 2877

Work Address: University of Stellenbosch

Faculty of Education

Department of Policy Studies

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to [*me/the subject/the participant*] by[*name of relevant person*] in [*Afrikaans/English/Xhosa/other*] and [*I am/the subject is/the participant is*] in command of this language or it was satisfactorily translated to [*me/him/her*]. [*I/the participant/the subject*] was given the opportunity to ask questions and these questions were answered to [*my/his/her*] satisfaction.

[*I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study*]. I have been given a copy of this form.

Name of Subject/Participant

Name of Legal Representative (if applicable)

Signature of Subject/Participant or Legal Representative

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*name of the subject/participant*] and/or [his/her] representative _____ [*name of the representative*]. [He/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [Afrikaans/*English/*Xhosa/*Other] and [no translator was used/this conversation was translated into _____ by _____].

Signature of Investigator

Date