

https://dspace.org/

School leadership and teacher professional development in Lesotho : a case study of two secondary schools in Leribe District.

Letsatsi, Setungoane

2010-03-04T08:57:19Z
http://hdl.handle.net/10539/7614

Downloaded from a DSpace repository. https://dspace.org/

School Leadership and Teacher Professional Development in Lesotho:

A Case Study of Two Secondary Schools in Leribe District

Ms. Setungoane Letsatsi

Student Number: 0708656P

Supervisor: Ms Caroline Faulkner



A research report submitted to the School of Education, University of Witwatersrand, Johannesburg, in partial fulfillment of the requirements for the Master of Education.

July 2009

ABSTRACT

This study investigates the role of leadership in teacher professional development in Lesotho high schools. The specific variables being investigated include teachers' perceptions of teacher professional development; their expectations as well as the principals' role in facilitating teacher professional development. Developments in leadership have led to changes in the ways teachers work. These have subsequently increased the need to review teacher professional development programmes as a means to enhance teachers' competences and to determine their appropriateness to their work Green (1999) in Blandford (2000) argues that professional development has now become a prerequisite to effective schools. In his view, effective schools don't just happen; they thrive because the people in them work hard to make them successful. Blandford (2000) emphasises this in stating that, "in order [for schools] to be effective, managers and teachers will need to engage in professional development." One of the most influential links to accurate teacher professional development is the active involvement of principals in such initiatives.

The objective of this research is to establish how the dual responsibility of the principal and the teachers manifests itself in professional development. So while, the principal is expected to take a lead role, both are expected to take an active part if professional development is to have any impact in their teaching and learning - the core business of schools.

Even though, it is very important to know teachers' perceptions on the link between leadership and teacher professional development, this is one of the few researches carried out on how leadership contributes to teacher development, This research is

therefore significant as it examines the voices of teachers on how leadership contributes to teacher professional development. In Lesotho, there is a problem of limited understanding of professional development by teachers and the schools in general.

The research was conducted using qualitative methodology. It was based on a case study of two high schools in the Leribe district in Lesotho. Data was collected using questionnaires and follow up interviews which were administered to elicit responses from principals, deputy principals and teachers in both schools.

The findings revealed a need for teachers in Lesotho to engage more in teacher professional development programmes so that they may have a better understanding of the concept. Their understanding at the time did not go beyond workshops or at the most induction programmes that are provided at the beginning of their careers. This study also demonstrated that teacher professional development should be core to the work of both the principals and teachers in order to create a learning environment in their schools where both can develop professionally. In addition to this, teachers should be encouraged to initiate some of the professional development activities that can only be accessed if they show willingness. This is consistent with Blandford (2000:4), who asserts that the effective management of professional development depends on individual enthusiasm, not compulsion, and on individuals prepared to take action in addressing their own professional needs. What also emerged as one of the key findings was that teachers felt that principals should take more responsibility in reinforcing the culture of professional development in schools.

Based on the results obtained in this study, the results suggest that schools in Lesotho need more awareness in teacher professional development and how it is influenced by leadership. There is an overarching need for a properly functioning policy that would guide the implementation of teacher professional development activities both from outside and within the school.

Key words

Leadership

Principals

Teachers

Teacher Professional Development

Teaching and Learning

DECLARATION

I hereby declare that this research report is my own unaided work. It is submitted in partial fulfillment for the Degree of Master of Education at the University of Witwatersrand, Johannesburg. It has not been submitted before for any degree or examinations at any other university.

_____

Setungoane Letsatsi

July 2009

ACKNOWLEDGEMENTS

This research would not have been possible without the support and contribution of the following people:

- My supervisor and mentor, Ms Caroline Faulkner, for the invaluable role she played throughout the process of planning and executing this research report. She has given generously of her time and wisdom. I am deeply grateful for her constructive criticism, attention to detail and her expectation of work of a high standard. Without these, this report would not have come to fruition.
- The principals, deputy principals and teachers of the two schools in which the research was conducted. Their patience and willingness to participate in this research cannot go unnoticed. My sincere gratitude is extended to them as well.
- My husband, Daemane Kojoana for his belief in me. The love and support he provided throughout my study were a true inspiration.
- My parents, Ntate Ralibanteu and 'M'e Masetungoane Letsatsi for looking after my daughter while I was studying and making it easier for me to study without worrying about my daughter. I will be forever indebted to you.
- Friends and colleagues for their unfailing support, encouragement and constructive criticism throughout the research.
- The Kojoana family, who never doubted that this journey would one day, be complete.

DEDICATION

This work is dedicated to my daughter, Lindiwe Naledi Kojoana. She has been a source of inspiration through the completion of this research.

LIST OF TABLES

Table 4.1a – 64

Table 4.1b – 64

Table 4.1c – 65

Table 4.2a – 82

Table 4.2b – 83

Table 4.2c – 84

LIST OF ACRONYMS

BEd – Bachelor of Education

BEd Hons – Bachelor of Education with Honours

BSc Ed – Bachelor of Science in Education

BSc Agric – Bachelor of Science in Agriculture

FPE – Free Primary Education

HoD – Head of Department

MoET - Ministry of Education and Training

ICT – Information and Communication Technology

TPD – Teacher Professional Development

GLOSSARY OF KEY TERMS

Leadership: providing vision direction and support towards a preferred state – suggesting change (Harris & Muijs).

Teacher Professional Development: Framework of learning and development activities which are seen as contributing to one's effectiveness as a professional teacher.

Teaching and Learning: all activities involved in the schools that directly or indirectly include teachers and learners.

Participative Leadership: a leadership model that assumes that the decision-making processes of the group ought to be the central focus of the group

(Bush, 2003).

TABLE OF CONTENTS

ABSTRACT……...ii

DECLARATION…….....v

ACKNOWLEDGEMENTS…….....vi

DEDICATION…….....vii

LIST OF TABLES……..viii

LIST OF ACRONYMS…….…...ix

GLOSSARY OF KEY TERMS…….x

TABLE OF CONTENTS……..xi

CHAPTER 1: INTRODUCTION…….....1

1.1 Aims and objectives of the study…….....4

1.2 Problem Statement…….....5

1.3 Research Questions…….....6

1.4 Rationale…….....7

1.5 Limitations of the Study…….....8

1.6 Conceptual Framework……...……...10

CHAPTER 2: LITERATURE REVIEW…….....12

2.1 A Historic Overview of Teacher Professional Development…….12

2.2 Teacher Professional Development…….....13

2.2.1 Definitions…….....13

2.2.3 Purpose of Professional Development……15

2.2.4 Forms of Teacher Professional Development…….....17

2.3 Changing Practice within Leadership…….18

2.4 Participative Leadership…….....20

2.5 Providing a Supporting Environment for Continuous

Professional Development……..25

2.6 Developing Professional Learning in Schools……..29

2.7 Professional Development and Improved Students Outcomes…….....31

2.8 Teacher Professional Development and School Culture……..32

2.9 Conclusion…….....35

CHAPTER 3: RESEARCH METHODOLOGY…….....36

3.1 Research Instruments…….....37

3.2 Reliability and Validity…….....38

3.3 Sampling……..38

3.3.1 Size…….....39

3.4 Site Selection…….....39

3.5 Data Analysis Strategies…….....40

3.6 Ethical Considerations…….41

CHAPTER 4

DATA PRESENTATION, INTERPRETATION AND ANALYSIS.....43

Introduction…….....43

4.1 School A……46

4.1.1 Profile of Participants…….....46

4.1.2 Professional Development Activities…….....48

4.1.3 The Role of the Principal in Teacher Professional Development……...50

4.1.4 Meaningful Provisioning of Teacher Professional Development……...53

4.1.5 Teacher Professional Development on Learner Outcomes.....55

4.1.6 Support for Teacher Professional Development…….....59

4.2 School B……..…….....63

4.2.1 Profile of Participants…….....63

4.2.2 Professional Development Activities…….....65

4.2.3 The Role of the Principal in Teacher Professional Development…….....66

4.2.4 Meaningful Provisioning of Teacher Professional Development ….....68

4.2.5 Teacher Professional Development on Learner Outcomes.....70

4.2.6 Support for Teacher Professional Development…….....71

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS……..74

5.0 Appendices…….…….....88

5.1 Introduction Letter to the Principal……..……..88

5.2 Participants Information Leaflet…….....90

5.3 Participants' Informed Consent…….....92

5.4 General Questionnaire……...94

5.5 Teachers' Interview Questions……..99

5.6 Principals and Deputy Principals' Interview Questions…….....102