

Teacher Preparedness for Transformative Education in the Intermediate Phase: Insights from Eastern Cape, South Africa

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Abstract: Transformative education, informed by Sustainable Development Goal 4, emphasises inclusive, equitable, and quality education through learner-centred, critical, and reflective pedagogies. This study investigated the readiness of intermediate phase teachers in the Eastern Cape Province of South Africa to implement transformative education. The study assesses the level of teacher readiness and identifies the challenges, opportunities, and facilitating factors affecting the operationalisation of transformative education. A descriptive survey research design was adopted for this study. The population consisted of 5,200 intermediate phase teachers in selected urban and rural schools in the Eastern Cape. One hundred teachers were selected from 20 schools using stratified random sampling to obtain representation across geographic and socio-economic environments. A questionnaire was used and validated by experts, and the reliability was determined, obtaining a Cronbach's alpha coefficient of 0.87. The data collected were analysed using descriptive statistics. Findings revealed that teachers were highly aware of and committed to the values of transforma-

tive education but were constrained in implementation by factors such as poor infrastructure, a high student-to-teacher ratio, lack of internet resources, and insufficient time for professional development. Socio-cultural constraints and language diversity posed delivery difficulties. Based on these findings, it was recommended that stakeholders in education focus on investing in infrastructure, crafting professional development programmes, and promoting local action to create the enabling environments within which transformative education can develop. Similarly, there should be policy reforms that are sensitive to contextual realities, reforms that strengthen teachers' power by supporting them through positive leadership and learning networks.

Keywords: Teachers' preparedness, transformative education, influencing factors, intermediate phase.

1. Introduction

Education is central to facilitating the SDG pillars, particularly Goal 4, which focuses on inclusive and equitable quality education and lifelong learning for all (UNESCO, 2024). At the core of this aim lies a vision of education as an empowering tool for social change, addressing poverty, inequality, environmental unsustainability, and broader social injustices. This vision includes transforming traditional educational systems into transformational education, a process that empowers learners and educators to respond to and solve global problems (Leicht et al., 2018).

Transformative education goes beyond pedagogical innovation or curricular changes; it entails deep structural and philosophical shifts. According to Taylor and Cranton (2020), transformative education emphasises critical reflection, rational discourse, and learning from experience in order to change learners' assumptions. Brookfield (2018) described transformative learning as central to preparing individuals to confront the challenges of the 21st century, fostering critical thinking, problem-solving, and moral decision-making. In this process, transformative education transcends mere provision or access to equity; transformational education redefines education as a socially sustainable process that enables inclusive participation, justice, and agency (Sinakou et al., 2024; Mezirow, 2018).

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In South Africa, particularly in historically disadvantaged and rural areas like the Eastern Cape, this approach is still developing and becoming more advanced. Despite the efforts of government departments, such as the Department of Basic Education (DBE, 2022), to implement national policy effectively in support of transformative pedagogy, stark disparities between policy intent and routine practice have been documented (Du Plessis & Mestry, 2019; Khau et al., 2021). These discrepancies are products of inadequate teacher development, structural inequalities in resource allocation, and deeply embedded socio-economic disparities, which make transformational approaches difficult to adopt.

Teachers, as the primary agents of educational reform, must be equipped with a solid foundation in pedagogical practice and theory consistent with sustainable development. However, studies indicate that the majority of teachers, particularly temporary and rural teachers, have never participated in professional development workshops where principles of transformation are emphasised (Sayed & Ahmed, 2015; Shikalepo, 2020). Other challenges include overcrowded classrooms, poor infrastructure, and linguistic and cultural diversity among the student population, which also complicate the development of inclusive and critical learning environments (Spaull & Jansen, 2019).

Contextual circumstances, ranging from poverty to cultural conservatism, also define how transformative education is conceptualised and introduced. It is primarily teachers who face challenges in aligning normative norms with critical pedagogic necessities, particularly when situational exigencies might contradict progressive teaching intentions (Maringe & Moletsane, 2015). Shikalepo (2020) discusses how, in the absence of facilitative frameworks responsive to existing issues, ranging from culture-mediated mediation to organisational fluidity, transformative practice is either merely nominal or misunderstood.

To rectify these imbalances, there is a need for collective action. Technology serves as a leveller by ensuring access to online teacher resources and professional development websites, regardless of location (Sarker et al., 2019; OECD, 2021). Furthermore, collaboration between government ministries, NGOs, teacher training institutions, and local communities can potentially enhance teacher preparedness through locally based programmes developed collaboratively according to local priorities (Leicht et al., 2018; UNESCO, 2022). Ultimately, transforming education into a reality aligned with the SDGs will require more than mere lip service. It will involve sustained investment in teacher education, infrastructure balance, and pedagogic renewal. By utilising indigenous knowledge systems, encouraging collaborative practice, and constructing dynamic learning systems, the promise of Goal 4 can become a reality – not just in policy, but in practice here in South Africa.

1.1 Problem statement

Education plays a pivotal role in equipping learners with 21st-century competencies such as critical thinking, problem-solving, adaptability, and collaboration—skills that are crucial for achieving the Sustainable Development Goals (SDGs), particularly Goal 4, which focuses on Quality Education (UNESCO, 2024). Central to achieving this is the implementation of transformative education, which promotes learner-centred, inclusive, and socially responsive pedagogies aimed at empowering students to engage meaningfully with global and local challenges (Sinakou et al., 2024; Taylor & Cranton, 2020). However, despite progressive education policies and curriculum reforms in South Africa that support transformative education, particularly under the Department of Basic Education's inclusive teaching frameworks (DBE, 2022), the readiness of teachers to adopt and implement these practices remains a critical challenge. Existing literature reveals that teacher preparedness is often undermined by systemic barriers such as limited professional development, resource scarcity, inadequate infrastructural support, and poor working conditions, especially in rural and under-resourced provinces like the Eastern Cape (Du Plessis & Mestry, 2019; Khau, Du Plessis & Wood, 2021). These challenges are further intensified by socio-economic disparities, high learner-to-teacher ratios, and cultural complexities that hinder the effective delivery of

transformative pedagogies (Shikalepo, 2020). Teachers in intermediate schools, which bridge foundational and advanced learning stages, are often caught between growing learner demands and a lack of adequate training in learner-centred methodologies that support cognitive and emotional development for sustainable learning outcomes (Brookfield, 2018). Moreover, empirical studies suggest that, although digital technologies and targeted support programmes offer potential solutions to teacher capacity challenges, structural and organisational obstacles continue to impede their integration into teacher education and school practices in marginalised regions (Sarker et al., 2019; Adedeji & Olaniyan, 2011). The disjuncture between policy aspirations and classroom realities thus threatens the efficacy of transformative education and perpetuates educational inequalities, leaving many learners without the skills needed to thrive in contemporary society. Therefore, this study seeks to critically examine the preparedness of intermediate phase teachers in the Eastern Cape for implementing transformative education. The research aims to uncover the specific institutional, socio-economic, and pedagogical barriers that hinder teacher readiness and propose evidence-based strategies to support professional development and inclusive teaching practices aligned with the goals of transformative education. Based on the problems identified, the following research questions were raised to guide the study:

- What are the current levels of preparedness among teachers in intermediate schools in Eastern Cape, South Africa, for implementing transformative education?
- What specific challenges do teachers face in delivering transformative education effectively?
- What opportunities and resources can support teachers in overcoming these challenges and enhancing their preparedness for transformative education?
- How do socio-economic, institutional, and cultural factors influence teacher preparedness for transformative education in the Eastern Cape?

2. Methodology

A descriptive research design using a survey approach was adopted for this study. This design was chosen because it allows for the systematic collection and statistical analysis of numeric data to identify trends, relationships, and generalisable patterns (Creswell, 2014). Approximately 5,200 intermediate phase teachers are employed in over 2,000 public schools across the province (Eastern Cape Department of Education [ECDoE], 2023). Using Cochran's formula at a 95% confidence level and a 5% margin of error, a representative sample of 100 teachers was determined to be statistically appropriate (Cochran, 1977). To ensure inclusivity and balance, 20 schools were randomly selected from five education districts, encompassing both urban and rural settings. From each selected school, five intermediate phase teachers were chosen using simple random sampling to minimise selection bias and ensure equal participation opportunities (Fraenkel & Wallen, 2018).

Data were collected using a questionnaire developed by the researcher in line with best practices for measuring teacher preparedness and transformative education practices. The instrument comprised four sections: demographic information; level of formal training and professional development; availability and use of resources, including digital tools; and challenges encountered in implementing transformative pedagogies. Items were formatted as closed-ended and Likert-scale statements to facilitate ease of response and quantitative analysis. Prior to the main study, a pilot test was conducted with 15 intermediate phase teachers from schools outside the main sample to ensure content validity and clarity. Based on their feedback, ambiguous items were rephrased, redundant questions were removed, and items addressing digital inclusion were added. The reliability of the instrument was tested using Cronbach's alpha, with the overall scale scoring 0.81 and subscales ranging from 0.78 to 0.83, indicating strong internal consistency (Cronbach, 1951; Tavakol & Dennick, 2011).

The questionnaires were distributed over four weeks with the assistance of school administrators. Upon completion, the data were coded and analysed using SPSS Version 27. Descriptive statistics

such as means, frequencies, and percentages were used to summarise demographic characteristics and teacher responses. A significance level of $p < 0.05$ was maintained throughout the analysis. This methodological framework not only supports the study's validity and reliability but also enhances its transparency and potential replicability in similar educational contexts.

Table 1: *Cronbach's Alpha reliability coefficients for questionnaire subscales*

Subscale	Number of Items	Cronbach's Alpha
Levels Preparedness	3	0.78
Challenges in Delivering Transformative Education	7	0.83
Opportunities and Resources Available to Teachers	6	0.80
Influence of Socio-economic, Institutional, and Cultural Factors	14	0.79
Overall Scale	30	0.81

2.2 Ethical consideration

The researcher initiated the informed consent process by clearly communicating to all prospective respondents the purpose of the study, the procedures involved, and their rights as participants. This included emphasising that participation was entirely voluntary and that they had the right to withdraw from the study at any stage without facing any penalty or negative consequence, in line with the ethical guidelines outlined by the American Psychological Association (APA, 2017). Informed consent forms were distributed and signed prior to participation. Respondents were also assured of strict confidentiality; no identifying information was collected, and responses remained anonymous. All data were securely stored in password-protected digital files accessible only to the researcher, thereby safeguarding respondents' privacy throughout the research process.

3. Presentation of Results

This section presents the data and findings of the study in response to the central research question and its related sub-questions. The primary aim was to examine the current levels of preparedness among teachers in intermediate schools across the Eastern Cape, South Africa, for implementing transformative education. In doing so, the analysis also sought to identify the specific challenges these educators face in effectively delivering transformative education within their classrooms. Furthermore, the study explored the opportunities and resources that may support teachers in addressing these challenges and improving their readiness to adopt transformative pedagogical approaches. Finally, the section examines the extent to which various socio-economic, institutional, and cultural factors shape teacher preparedness, highlighting the contextual influences that either enable or hinder transformative educational practices in the region.

3.1 Levels of teacher preparedness for transformative education

The levels of teacher preparedness for implementing transformative education in intermediate schools within the Eastern Cape are presented here. This analysis draws on frequency counts and percentage data to highlight teachers' self-reported ability to adapt their practices, the readiness of their schools, and the availability of necessary resources.

Table 2: *Level of teacher preparedness for transformative education*

Item	Response	Frequency	Percentage (%)
Adaptation to meet the demands of transformative education	Always	25	25%
	Often	45	45%

	Sometimes	20	20%
	Rarely	5	5%
	Never	5	5%
Readiness of the school to support transformative education	Fully ready	15	15%
	Partially ready	60	60%
	Not ready	25	25%
Access resources necessary for implementing transformative education	Yes, sufficient resources	10	10%
	Some resources, but not enough	50	50%
	No, resources are lacking	40	40%

Table 1 shows the degree of teacher preparedness for transformative education. The findings indicate that 45% of teachers can often adapt their teaching methods, and another 25% can always do so. Conversely, 20% sometimes feel capable, while 10% reported either rarely (5%) or never feeling able to adapt to new trends in teaching. Regarding the readiness of schools for transformative education, the majority of teachers indicated that their schools are 'somewhat ready' (60%), one-quarter (25%) believe that their school is not ready, while only 15% view their school as 'completely ready'. Additionally, 50% of teachers stated that they have access to some resources, but not enough; 40% lack resources, while only 10% reported having adequate resources.

3.2 Challenges faced by teachers in delivering transformative education

This outlines the key challenges that hinder teachers from effectively delivering transformative education in intermediate schools. Drawing on quantitative data, it highlights the most frequently reported obstacles, which range from insufficient professional training to limited access to technology and diverse classroom dynamics.

Table 3: Challenges faced by teachers in delivering transformative education

Challenge	Frequency	Percentage (%)
Inadequate professional training and development	70	70%
Lack of access to technology and digital tools	60	60%
Overcrowded classrooms	50	50%
Diverse student needs and abilities	55	55%
Limited time for lesson preparation	45	45%
Resistance from students or parents	35	35%
Others	10	10%

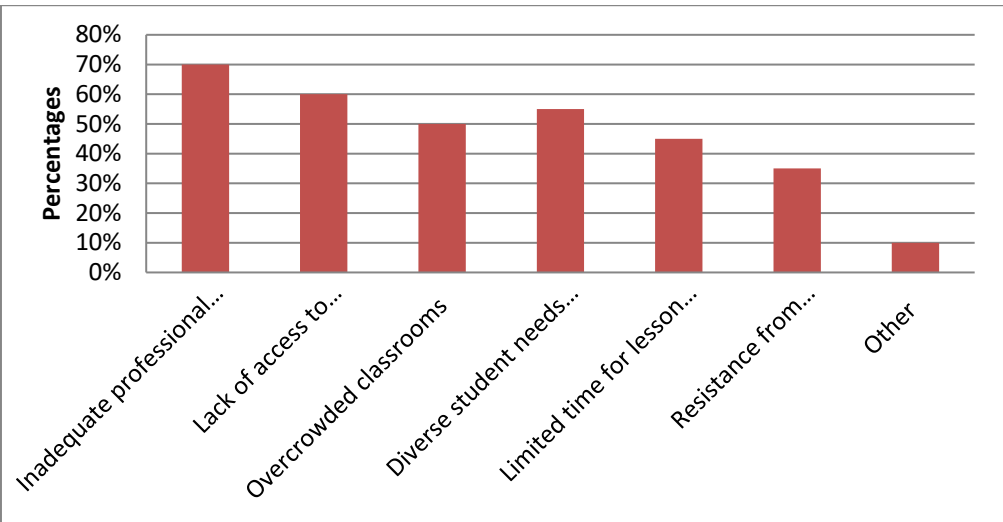


Figure 1: Challenges Faced by Teachers in Delivering Transformative Education

Taken together, Table 3 and Figure 1 illustrate the main challenges faced by teachers in providing transformative education. The most significant challenge is a lack of relevant professional training and development, identified by 70% of respondents. Other important barriers include lack of access to technology and digital tools (60%), diversity in the needs and abilities of students (55%), overcrowding in the classroom (50%), and lack of time to prepare lessons (45%). Resistance from students or parents (35%) and other factors (10%) round out the list.

3.3 Opportunities and resources available to teachers

This section highlights the opportunities and resources that support teachers in implementing transformative education in intermediate schools. The data presented underscore the importance of professional development, access to modern teaching technologies, and the availability of instructional materials as key enablers of enhancing teaching effectiveness.

Table 4: Response on the opportunities and resources available to teachers

Resource	Frequency	Percentage (%)
Access to modern teaching technology (e.g., interactive whiteboards, tablets, software)	85	85%
Availability of teaching materials and curriculum guides	70	70%
Continuous professional development programs	90	90%
Collaboration opportunities with peers	60	60%
Increased funding for classroom resources	50	50%
Others	15	15%

Table 4 reveals the opportunities and resources available that assist teachers in delivering transformative education. The most frequently mentioned resource is continuous professional development programmes, as identified by 90% of the teachers, followed by access to modern teaching technology at 85%, and availability of teaching materials and curriculum guides noted by 70%. Also recognised as valuable are collaboration opportunities with peers at 60%, while increased funding for classroom resources is at 50%. Other resources not listed account for 15%. The data indicate that while there are significant opportunities and resources available, professional development and technological integration are the two clear emphases as enablers of successful transformative education.

3.4 Influence of socio-economic, institutional, and cultural factors on teacher preparedness

This section examines the influence of socio-economic, institutional, and cultural factors on teacher preparedness for transformative education in the Eastern Cape. The data reveal a multifaceted set of challenges that significantly shape teachers' capacity to implement transformative practices, underscoring the need for systemic interventions across financial, structural, and cultural domains.

Table 4: Socio-economic, institutional, and cultural factors on teacher preparedness

Socio-Economic Challenge	Frequency	Percentage (%)
Lack of funding for resources	60	60%
Limited access to technology	55	55%
Inadequate parental support due to economic constraints	50	50%
High student absenteeism due to socio-economic issues	45	45%
Other	10	10%
Institutional Challenge	Frequency	Percentage (%)
Insufficient professional development opportunities	70	70%
Lack of clear policies or guidelines	65	65%
Poor infrastructure (e.g., classrooms, internet access)	75	75%
Limited collaboration or support from colleagues	60	60%
Other	5	5%
Cultural Challenge	Frequency	Percentage (%)
Resistance to change from parents or community members	45	45%
Mismatch between transformative education and local cultural practices	55	55%
Pressure to conform to traditional teaching methods	60	60%
Other	10	10%

Table 4 presents the socio-economic, institutional, and cultural factors influencing teachers' preparedness for transformative education. Among the socio-economic challenges, the most prominent were lack of funding for educational resources (60%), limited access to technology (55%), inadequate parental support due to financial constraints (50%), and high student absenteeism linked to socio-economic difficulties (45%). Institutional barriers included poor infrastructure, such as inadequate classrooms and internet access (75%); limited professional development opportunities (70%); absence of clear policy guidance (65%); and minimal collaboration or support among colleagues (60%). On the cultural front, teachers reported significant challenges, such as resistance to change from parents and community members (45%), misalignment between transformative education approaches and local cultural norms (55%), and pressure to conform to traditional teaching methods (60%). These findings underscore the complex interplay of financial, institutional, and cultural factors that must be systematically addressed to enhance teacher readiness for transformative education.

4. Discussion of Findings

The findings from the research established that most intermediate school teachers in the Eastern Cape reported very high perceived levels of self-efficacy in implementing transformative education. This aligns with Darling-Hammond et al. (2020), who identify how system-wide issues, such as weak infrastructure and inadequate institutional backing, can prevent reform even as they increase teacher ability. Fullan (2019) also discusses the necessity of organisational and leadership capability to

enhance teacher capacity. However, Kelchtermans (2021) cautions that self-efficacy could lead to over-dependency in poorly accountable situations, and Ng et al. (2021) underscore the importance of ongoing support from professional networks and systemic feedback to maintain teachers' confidence. According to Ado (2021), low-quality inputs and underfunding are some of the prevalent challenges in sub-Saharan Africa, while UNESCO (2020) cites policy reform and resource mismatch as impediments to school readiness. Oversubscription and limited digital infrastructure demoralise even experienced teachers, according to Opfer and Pedder (2022), a reality echoed by Komba and Nkumbi (2008), who attribute this situation to low levels of teacher morale. Nonetheless, the Education Development Trust (2023) presents a more optimistic view, illustrating successful reforms in Kenya and Ghana, where planned investments in leadership, infrastructure, and training led to tangible changes. Hence, these findings indicate that while teacher readiness is necessary, it is insufficient; reforms related to infrastructure, materials, and leadership are crucial for the successful application of transformational education.

The study revealed that teachers are frequently faced with a range of interrelated teaching constraints, including poor professional preparation, inappropriate teaching facilities, large class sizes, and diverse student requirements. These teaching constraints significantly restrict effective teaching delivery and inhibit the attainment of transformative learning goals. This finding concurs with Vescio et al. (2008), who believe that school leaders' scarce opportunities for continuous professional growth limit teachers' ability to remain current on the new issues of contemporary classrooms. By not being consistently engaged in professional learning that is shared, relevant, and reflective, teachers are unable to cope with changing curricular requirements and the complexities of their students' needs. Similarly, the pervasiveness of insecurity and inaccessibility of mainstream technology tools aligns with the views of Ertmer and Ottenbreit-Leftwich (2010), who argue that technological infrastructure is not only the foundation of 21st-century learning but also plays an important role in enabling teachers to experiment with new pedagogies. According to them, teachers require access, but they also need confidence and training to implement digital tools within their pedagogy. Another common complaint is class size. Chingos and Whitehurst (2011) also cite empirical evidence demonstrating how large classes diminish instructors' ability to adjust instruction for specific learners and thereby undermine the effectiveness of differentiated teaching. Reducing individual attention in large classes equates to generalised instruction, which may not serve all students' tailored learning trajectories. The diversity of students' learning needs presents another significant challenge. Tomlinson (2014) strongly advocates for differentiated instruction, where instructional approaches and content delivery are tailored to meet students' readiness, interests, and learning profiles. However, as the present study corroborates, the overwhelming majority of teachers are poorly prepared—through training or resource allocation—to address such challenges effectively. Such inadequate preparation undervalues inclusive education and equitable access to learning. Darling-Hammond et al. (2021) highlight the necessity of ongoing professional development to meet diverse learner profiles, especially in multilingual and multicultural contexts. In contrast, König et al. (2020) reveal that in the context of the COVID-19 pandemic, teachers' unpreparedness to use technology and their self-perceived low confidence in online teaching exacerbated learning inequalities, particularly among disadvantaged learners. However, according to some studies, not all challenges may stem from systemic shortcomings. For example, Hattie (2015) suggests that teacher mindset and instructional transparency can counteract the influence of structural factors like class size or limited resources. Teachers can be responsive and successfully adjust their practice using minimal resources, provided there is strong instructional leadership and peer interaction.

The present study identifies professional development and practice-based experience with teaching technologies as the most available and useful resources for teachers today. The finding is corroborated by recent studies that emphasise the importance of both factors in contemporary pedagogic practices. Darling-Hammond et al. (2017) propose that long-term collaborative, practice-

focused professional development is crucial for establishing teaching quality as well as student quality. Their research reaffirms that pedagogic reform with long-lasting effects derives from professional learning situated within teachers' day-to-day activities and focused on curriculum and assessment outcomes. Similarly, Ertmer and Ottenbreit-Leftwich (2010) refer to the transformative potential of learning with the help of educational technology when used appropriately in teaching. According to them, with technological accessibility facilitated by efficient support and orientation, there are opportunities for learner-driven pedagogies whose potential to enhance student performance and learning participation is yet to be explored. This aligns well with the finding from the current research that teachers continue to view technology as a medium for innovative instruction. Desimone (2009) supports these findings by identifying the need for adequately planned and sustained professional development interventions that are content-focused, engage learning design, and are supported by leadership. These interventions equip teachers to combine instructional strategies with the dynamically changing educational environment and diverse learner needs. The same rationale is reflected in the current literature. For instance, the OECD (2021) recognises professional training and skill-building in digital spaces as key priorities in the overwhelming majority of national education reforms. Teachers who receive regular training are better equipped to transition to hybrid or digital classrooms, particularly in the post-pandemic context. Likewise, Trust, Krutka, and Carpenter (2016) advocate for networked professional learning networks that utilise digital platforms to facilitate collaborative work and knowledge sharing among teachers. However, despite the increasing availability of such resources, some writers caution against assumptions of equal effects or equal access. According to Tondeur et al. (2017), what occurs in contexts—teachers' assumptions, school-level leadership, and coherent policies—shapes the actual integration and effectiveness of technology use as well as professional development. Without the right conditions, even very advanced tools or training may fail to have a beneficial pedagogical impact. Moreover, Avalos' (2011) study warns that short-term, fragmented, or top-down professional development models are unlikely to alter teacher practice. Such models may overlook teachers' voices, limit ownership of learning, and fail to address specific classroom realities.

The study identifies socio-economic determinants, weak institutional infrastructure, and cultural barriers as major impediments to teacher preparedness for transformative education. The findings are consistent with international and regional studies that have examined structural and systemic issues in schooling reform. UNESCO (2016) reports that economic constraints, disparities in access to digital technologies, and socio-economic inequalities substantially impede the effective implementation of transformative education, particularly in low- and middle-income countries. Such disparities likely exacerbate teacher deficiencies, restrict access to training, and under-resourced schools obstruct the application of creative teaching methods. Similarly, Adedeji and Olaniyan (2011) argue that insufficient infrastructure, including outdated school facilities, unreliable electricity, and substandard classrooms, constrains the quality of teaching and learning in most African settings. These institutional weaknesses tend to derail otherwise well-intentioned education reforms by creating conditions detrimental to innovation and inclusive practices. Cultural aspects of educational reform are significant too. Leu and Price-Rom (2006) observe that, in most traditional cultures, deeply rooted cultural inclinations and assumptions regarding teaching, learning, and classroom power can strongly oppose other types of education based on learner autonomy, critical thinking, and creativity. Cultural resistance, they argue, is a prevalent but significant impediment to education reform, especially where change has been viewed as alien or contrary to indigenous values. New studies affirm this intersectional narrative. Buchmann and Hannum (2005) contend that cultural expectations and gender roles disproportionately restrict female teachers and students, thus limiting the universality and inclusivity of education reform in some societies. In the same vein, Tikly and Barrett (2013) observe that improving quality in teaching is not separate from the general political economy and culture within which schools operate. In their view, interventions that ignore such determinants often fail to take hold or create sustainable shifts. Other researchers believe that teacher autonomy,

nonetheless, can overcome some of these constraints if schools drive localised practice. Sayed and Ahmed (2015) propose that the development of teachers' capacity through context-sensitive professional development and inclusive school leadership is likely to reverse the effects of infrastructural and socio-cultural limitations.

5. Conclusion and Recommendations

This study aimed to assess teacher preparedness for transformative education, identify key systemic barriers, and provide actionable recommendations. The findings show that while many teachers feel individually equipped to implement transformative teaching practices, they often operate within environments that hinder progress. These environments include inadequate professional preparation, lack of access to modern teaching technologies, large class sizes, and diverse student needs. Additionally, broader socio-economic challenges, institutional inefficiencies, and cultural resistance further complicate efforts to fully embrace transformative education. The study successfully met its objectives by uncovering the gap between teacher readiness and institutional preparedness, demonstrating that teacher competency alone is insufficient without a supportive and well-resourced educational environment.

However, the study was limited by its focus on a specific geographical area, which may affect the generalisability of the findings. It also relied heavily on self-reported data, which could be influenced by personal bias or social desirability. Based on the results, it is recommended that educational policymakers address disparities in training, infrastructure, and school funding. School administrators should prioritise effective resource management and create opportunities for teacher collaboration. Teacher training institutions must ensure that professional development aligns with current educational demands. Additionally, community involvement—including that of parents and civil society—should be encouraged to support school transformation. Future research should explore broader contexts through comparative studies and evaluate the long-term impact of targeted professional development programmes on transformative teaching.

6. Declarations

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Conflict of Interest: The author declares no conflict of interest.

Data Availability: The data supporting the findings of this study are available from the corresponding author upon reasonable request. Access will be granted to researchers who meet the criteria for data sharing established by the institutional review board or ethics committee.

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