

**USING INDIVIDUAL NEEDS ANALYSIS TO PROMOTE THE EFFECTIVENESS OF
FOUNDATION PHASE TEACHERS IN IMFOLOZI CIRCUIT, KWAZULU-NATAL**

by

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submitted in accordance with the requirements for the degree of

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in the subject

EDUCATION MANAGEMENT

at the

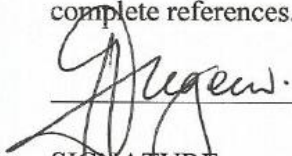
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DECLARATION

I, Millicent Ngema, declare that *Using individual needs analysis to promote the effectiveness of foundation phase teachers in Imfolozi Circuit, KwaZulu-Natal*, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

Mrs M. Ngema

25.01.2016

DATE

DEDICATION

This work is dedicated to the memory of my beloved grandparents Mrs Nancy Thabethe and Mr Tiyose Thabethe for the role they played in my upbringing.

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“I can do all things through Him who strengthens me” (Phil 4:13)

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ABSTRACT

The purpose of the study was to investigate individual professional development needs of teachers with the aim of developing guidelines that may assist foundation phase teachers to do individual needs analysis effectively. The main research question was: Which strategies can be used to conduct individual needs analysis effectively among the foundation phase teachers in order to improve their effectiveness?

The researcher was guided by the interpretive paradigm which implies that participant's interpretations, perceptions, meanings and understandings were regarded as primary sources. The qualitative research design was used to obtain participants' primary data. Interviews and observations were used to collect data and to maximise trustworthiness of the findings. Purposive sampling was used to select key informants who were going to provide rich information to help achieve the objectives of the study. The researcher selected the sample of 10 foundation phase teachers, 5 principals and 5 Development Support Groups attached to primary schools under Imfolozi Circuit. Data analysis was done throughout data collection through open, axial and selective coding. The hierarchical category system illustrated in schematic representation representing the main theme and subthemes was used.

The findings suggest that there is a serious gap regarding how individual professional development needs and provision of professional development are concerned. The focus was more on training teachers about the new curriculum leaving behind the individual needs of each teacher. The study identified some inconsistencies and lack of uniformity in the way needs analysis was currently done in schools. The major recommendation of this study is that needs analysis should be integrated within all school activities instead of once a year. There is a need for close monitoring of teacher development in order to improve the current learner performance in schools. The researcher believes the study will assist in understanding, informing and improving teaching practice.

KEY WORDS: needs analysis, performance gaps, skills development, intervention, teacher education, professional development, self- evaluation, school improvement plan, personal growth plan, monitoring progress, providing support, implementation of professional development.

ACRONYMS AND ABBREVIATIONS

CAPS–Curriculum and Assessment Policy Statement
CPTD – Continuing Professional Training and Development
DA – Developmental Appraisal
DBE – Department of Basic Education
DIP – District Improvement Plan
DP – Deputy Principal
DSG – Development Support Group
DSG–Development Support Group
EAP–Employment Assistance Programme
HOD – Head of Department
HPI – Human Performance Improvement
INSET- In-service Training
IQMS – Integrated Quality Management System
JSTC – Junior Secondary Teachers Certificate
KSA – Knowledge, Skills and Attitude
NCS – National Curriculum Statement
OBE – Outcomes-Based Education
OEM – Organisational Elements Model
PGP – Personal Growth Plan
PLC – Professional Learning Communities
PTC – Primary Teachers Certificate
RNCS – Revised National Curriculum Statement
ROI – Return on Investment
SACE – South African Council for Educators
SAMDI – South African Management Development Institute
SDT – School Development Team
SIP – School Improvement Plan
SMT- School Management Team
TBVC – Transkei, Bophuthatswana, Venda and Ciskei
TQM – Total Quality Management
WSP – Workplace Skills Plan

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CHAPTER 1

OVERVIEW AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Teachers need to undergo individual needs assessment for the purpose of identifying performance gaps to develop their professional skills and acquire new skills. Needs analysis is an on-going process of gathering data to determine what professional development professional development needs exist so that professional development can be developed to help teachers to accomplish the organisational objectives (Brown, 2002: 569). Bellis (2002: 26) states that individual needs are triggered by considering the level at which an individual employee needs to be able to perform, or possibly exceed. Every teacher at all school levels has his or her own professional development need that should be identified and addressed. It is crucial that teachers' professional needs are addressed to enable them to perform their jobs effectively.

This study investigated how individual needs analysis is done in the foundation phase for the purpose of offering support where necessary. Coetzee (2007: 22) submits that individual needs analysis identifies which individuals within an organisation should receive professional development, and what kind of professional development professional development they need, to enhance their productivity. The needs analysis determines the need for professional development, identifies what professional development is needed, and examines the type and scope of resources needed to support a professional development programme (Sorenson, 2002: 32). A professional development needs analysis is used to ensure that an employee is provided with the required support which will result in improved performance of the learners.

All teachers have professional development needs that should be identified and must be supported so that they can perform their roles as specified by the curriculum. If teachers' individual needs are not addressed, that may negatively impact on learners, and the entire education system. Properly qualified, skilful and dedicated teachers usually produce good quality students with necessary competences expected at the appropriate level of education. The better the quality of employees in terms of professional development and requisite occupational skills, the more productive they

are likely to become, and the greater the potential to contribute to the competitiveness of their employers and the country economy. Teachers need different kinds of support in order to perform their duties effectively. The researcher views professional development needs analysis as crucial because teachers can receive all the relevant teacher support material, but if they do not possess the appropriate skills of utilising that support, this may be fruitless.

1.2 BACKGROUND TO THE STUDY

The South African government regards education as one of its key priorities. Teachers are at the forefront of education and therefore their continuing professional development is essential (KwaZulu-Natal Department of Basic Education [KZN DBE], 2007: 4). All teachers undergo professional development as the foundation of their professional education and obtain relevant qualifications before being employed as qualified teachers in South Africa (KZN DBE, 2007: 9). Although they have obtained teacher qualifications, from time to time, teachers need to undergo persistent professional development. This is done to assist them to improve their teaching skills and to be on par with current curriculum developments for the benefit of their practice and their learners' outcomes in this context, teachers need to be appropriately skilled so that they can fulfil their roles and competences effectively.

Since the commencement of the new democratic government in 1994 in South Africa, many changes have been introduced in education that teachers have to adapt to, for instance, understanding the new curriculum, implementing new assessment strategies, and teaching learners from different races and culture (Boaduo, 2010: 75). This shows that professional development (PD) programmes are critical in enabling teachers meet the demands of the curriculum changes. According to Lessing and de Witt (2007: 53), while the changes have afforded teachers some freedom, they cause stress, since many teachers were not equipped to deal with such rapid changes. The Department of Education has programmes like Continuing Professional Teacher Development (CPTD) and an Integrated Quality Management System (IQMS) in place to address teachers' professional needs. The question is: *To what extent are these programmes functional to address all the teachers' needs?* However, before any professional development can be effected, it is crucial to conduct needs analysis of individual teachers to find out what kind of support they need.

Blanchard and Thacker (2013: 109) contend that professional development needs analysis assist in ensuring that time and money spent on professional development is spent wisely, determining the benchmark for evaluation of professional development, increasing the motivation of participants and aligning the professional development activities with the organisation's strategic plan. The needs analysis consists of three categories, namely organisational, operational and person analysis (Blanchard & Thacker, 2013: 151). The organisational analysis assesses the capital resources and work environment, while the operational analysis provides information regarding the job description, the performance standards required in terms of quality, output, the knowledge, skills and competences needed (Fisher, Schoenfeldt & Shaw, 1999: 185). The person analysis provides information related to individual employees, like names of those to receive the professional development, the level of existing knowledge on the subject, their learning styles, and the professional development facilitator (Miglic, n. d.: 11). This study focuses on person analysis.

1.2.1 The Role of the Teacher

Teachers are key contributors to the transformation of education and the South African society in general. The Department of Basic Education (2002: 3) stipulates that the curriculum seeks to create a lifelong learner who is confident, independent, responsible, literate, numerate, multi-skilled, compassionate, with respect for the environment, and the ability to participate in society as a critical and active citizen. All teachers need to possess all the skills and knowledge required by their jobs to ensure effective performance of their jobs. According to the Department of Education (2001: 136), there are seven roles that teachers are expected to play in schooling, including: (1) learning mediator, (2) interpreter and designer of learning programmes and material, (3) leader, administrator and manager, (4) scholar, researcher and lifelong learner, (5) community, citizenship and pastoral role, (6) assessor and (7) learning area/subject/discipline phase specialist.

As part of their job description and specified roles, teachers are required to perform these multiple tasks in order to produce responsible and well-rounded citizens with socially acceptable behaviours and values. Despite all these lofty ideals, the question that needs answers is whether all teachers possess the necessary skills to fulfil all the above roles, and competences to produce outstanding graduates as envisaged by the

curriculum. Without conducting needs assessment, it may not be easy to conclude whether a teacher is able to perform the roles efficiently or not.

1.2.2 Evidence of Individual Needs Analysis

The main aim of conducting needs analysis is to find out the performance gaps of each employee with the purpose of providing support. Teachers need to be highly developed professionally for them to deliver quality education. This is possible if their professional development needs are well analysed and addressed. All teachers have individual professional development needs which might be different from the rest of their colleagues in a particular school. Individual needs analysis is an initial step for any effective professional development programme. Professional development needs analysis involves all the activities that are conducted to identify problems or other issues at school to determine the performance gap that a teacher might have and whether professional development is an appropriate response (Hasan, 2007: n. p.). Organizing professional development for an individual without conducting a needs analysis might be a waste of time or might be demotivating because qualified teachers could be trained in an area that they do not need.

Individual needs analysis can be done using a variety of methods; teachers may be interviewed about their teaching practice, observed while participating in a team and interacting with colleagues, parents and learners (Erasmus, Loedolff, Mda & Nel, 2009: 134). Additional factors that can assist in identifying performance gaps in an individual include grievances, productivity, accidents, absenteeism, tardiness, customer complaints and product quality (Miller & Osinski, 2002 as cited in Cekada, 2010: 30). These factors are crucial in identifying areas where a teacher lacks skill. Individuals can also identify their own areas of weakness.

Goetsch and Davis (2010: 271) reveal that the United States companies appear to spend a great deal of money on wrong types of professional development. If professional development is not geared towards improving the work practices and efficiency of workers, then it is a futile exercise. Individual needs analysis assists in determining the needs of each employee so that appropriate professional development can be offered.

According to South African Skills Development Act No. 97 of 1998, (South Africa: Office of the President, 1998) employees must be given opportunities to acquire new skills or enhance older ones. The Act mandates all the employers to develop the skills of the South African workforce by improving the quality of workers, their prospects of work, career progression and labour mobility. Employees believe in and respect organisations that involve them in overall planning and not just as numbers (Byars & Rue, 2011: 190). If the organisation emphasises on professional development, this can have a positive impact on the ways teachers as employees view their jobs and their employers.

Illeris (2009: 12) maintains that organisations have core competencies that can be defined and developed. This means that teachers need to acquire the core competencies required of all qualified teachers in that particular school. From this view, the individual needs analysis will determine who requires which competencies. Watkins and Marsick (1992, as cited in Illeris, 2009: 13) contend that organisations structured to promote continuous learning have a culture that values people and provides resources and tools for continuous learning opportunities for those individuals. The organisation that promotes continuous learning accepts that highly skilled employees enhance productivity both in quantity and quality.

Evans, Hodkinson, Rainbird and Unwin (2006: 3) are of the view that the workplace improvement of learning requires a critical focus on the abilities and current performance of the employees. It also requires an understanding of employees' learning styles as individuals and collectively. Evans, *et al.* (2006: 7) argue that learning in the workplace can refer to a variety of different forms of learning which may or may not be formally structured, some of which takes place spontaneously through the social interactions in the workplace.

According to Rossett (1987: 15), a company conducts a professional development needs assessment to seek information about:

- optimal performance or knowledge;
- actual or current performance or knowledge;
- feelings of trainees and other significant people;
- causes of performance problems; and

- solutions to the problems.

The benefits that accrue to the school for undertaking a professional development needs analysis are summarised as follows (Rossett, 1987: 15):

- Strategic plan: consistent progression against a big picture plan;
- Process improvements: reduced duplication of effort; online (faster) access to information; a proactive rather than reactive approach (a planned approach);
- Cost savings: development which is planned, avoids repetition and/or duplication of effort (more efficient);
- Performance improvement: in quality, quantity and speed of delivery;
- Behavioural improvements: in attitude, motivation, leadership, communication;
- Relationship building and improvement: a standard process for developing professional development and educational initiatives allows openness, transparency and trust to flourish;
- Good governance: a standard process provides a platform for good governance and efficient operational management.

1.2.3 Evidence of Performance Deficiency in Teachers

Coetzee (2006: 129) submits that the professional development and development gap is usually referred to as the difference between the required standard of the job and the actual performance of the incumbent. There are factors within the education system, school or community that may cause performance deficiencies in teachers. For example, overcrowding in a classroom may cause teachers to underperform if they do not have skills to teach many learners. Lack of institutional resources may also be a contributing factor if the teacher does not know how to improvise.

However, it seems that the Department of Basic Education has realised that in South Africa, some of the shortfalls in teachers' performances have been caused by the changes in the system of education. This includes the fact that teachers have been faced with several rapid curricular changes that have occurred since democratic rule in 1994. Each change presents teachers with the challenge of learning the new curriculum within a short space of time, leading to some confusion and apparent under-performance.

The introduction of the new curriculum in post-apartheid South Africa started immediately after the first democratic elections of 1994, when the National Education and Professional Development Forum began a process of revising syllabus and subject rationalisation (DoE, 2002: 4). Since then, there have been several changes and reforms to the conclusion in the education system. OBE curriculum is one such curriculum reform, that was introduced in schools in 1997, the South African version of OBE and its implementation was reviewed by a ministerial committee in 2000 (Department of Education [DoE] 2002: 4). The introduction of the Revised National Curriculum Statement (RNCS) for Grades R-9 (Schools) in the Foundation Phase took place in 2002. Then in November 2009, the Minister of Basic Education, Mrs Angie Motshekga, surprised the educational community with her announcement that Outcomes-Based Education (OBE) was dead (Department of Basic Education (DBE), 2011: 14), The minister's remarks were precipitated by the report on the implementation of the National Curriculum Statement in South African schools, which found that teachers were experiencing problems, that included, confusion with new concepts, overload in classrooms, stress and demotivation, and as a result, underperformance (DBE, 2011: 14). The implementation of the National Curriculum Assessment Policy Statements (CAPS) was swift: 2012 – implementation in Grades R-3 and Grade 10; 2013 – implementation in Grades 4-9 and 11; 2014 – implementation in Grade 12 (DBE, 2011: 5). There is a need to investigate the cause of performance deficiency so that it can be addressed appropriately. This study is one step towards closing that gap in literature.

When the new curricula were introduced in South Africa, the cascade model was utilised by the Department of Basic Education to train teachers. In this model, teachers were selected, trained on a particular topic and aspects of teaching or subject content matter so that they could become the trainers of other teachers (Villegas-Reimers, 2003: 115). This researcher has worked as a teacher for many years, and has heard most teachers complaining that people who were facilitating workshops lacked good facilitation skills. Ono and Ferreira (2010: 59) indicate that this widely-used model has been criticised for being a watered-down approach that may lead to the misrepresentation of crucial information. This researcher believes that this could be due to the fact that the facilitators were trained in a short period of time, without enough

time to master the new curriculum. This resulted in poor interpretation of the curriculum and lack of uniformity.

1.2.4 How Individual Needs can be Identified

According to Lawes (1993: 44), there are two mechanisms that are most widely used in identifying and analysing staff professional development needs, namely noting gaps in the individual's range of competences through daily interaction with that employee, and the performance appraisal or progress interview. In a school, the professional development needs can be observed and identified in daily activities which include: informal class visits, solving learners' problems, decision making, communicating with the learners, parents and colleagues and participating in the team and during formal evaluation known as the Integrated Quality Management System (IQMS).

Lawson (2009: 5) submits that professional development and development needs can also be identified through a number of broader observations and involvement by the supervisor, other than those relating to gaps in the individual's knowledge, skills or experience. These are likely to occur in the following areas:

- new activities within the school;
- new activities within the department;
- the introduction of new equipment/technology;
- reorganisation of administrative systems; and
- reorganisation of library information systems.

Rothwell (2000, as cited in Rothwell, Hohne & King 2007: 14) developed a Human Performance Improvement (HPI) process model with six steps, which includes (1) identifying and describing performance gaps; (2) cause analysis, which involves determining the root cause or the causes of the gaps; (3) intervention, which involves considering possible ways to close performance gaps; (4) implementation, which involves preparing to install an intervention; (5) change management, which involves monitoring the implementation; and (6) evaluation, which involves taking making sense the results achieved by the intervention. This model provides guidelines to follow when intending to do needs analysis and conduct professional development.

The model seeks to describe the steps that each individual teacher should go through to address the issue of skills development. Each step is important in the sense that

one cannot identify the needs and then run professional development without first investigating the cause of a drop in performance. Thus the six steps cannot be separated as they complement each other. This step-by-step model appears to be simple and easy to implement. If all the steps of this model are followed as they are, for each and every teacher, the weaknesses in teachers' performance can be identified and addressed in time. Once the professional development and development needs have been identified, an important task is to determine whether needs should be addressed by formal professional development or other methods of professional development.

1.3 PROBLEM STATEMENT

South African teachers are faced with the paramount responsibility to address the serious challenges that are faced by the country's education system. Douglas (2005: 7) observes that a number of reports have revealed that the South African education has a problem as most children are performing significantly below their relevant grade standards. According to Mdletshe (2011: 8), the Minister of Basic Education, Mrs Angie Motshekga, stated that from the ANA conducted at the beginning of 2011, it was found that many learners performed poorly because they could not read or follow instructions. Although many interventions have been established to improve South African education, the challenges still persist. Mouton, Louw and Strydom (2012: 1212) noted "many shortcomings in the curriculum popped up and proliferated as implementation was almost impossible, expensive and disastrously, teachers were ill-prepared and did not receive adequate professional development." Teachers are expected to be conversant with all the changes in order to provide high quality education, but this is not proving to be easy to achieve with the rapid curriculum changes that have taken place since 1994.

Teachers need to acquire knowledge, skills and attitudes that may improve their performance and future prospects. This means that each teacher should continuously be provided with professional development in skills that they are short of.

1.4 MAIN QUESTION

Based on the above discussion the research question which this study attempts to address is:

Which guidelines can be followed to effectively conduct individual needs analysis among the foundation phase teachers in order to improve their effectiveness?

1.4.1 Specific Research Questions

The sub-questions posed to guide the study are as follows:

1. Why is it necessary for the foundation phase teachers to do individual needs analysis?
2. Which guidelines or strategies have been put in place in South African schools to enable teachers to do individual needs analysis?
3. Which skills and competencies are required from a foundation phase teacher?
4. How teachers who lack skills be identified?
5. How do poor performing teachers impact learner performance?

1.5 AIM OF THE RESEARCH

The main aim of the research is to develop guidelines and a model that could enable foundation phase teachers to do individual needs analysis effectively.

1.5.1 Specific Research Objectives

- To determine strategies that can be used to do needs analysis of teachers in the foundation phase effectively.
- To investigate how professional development of teachers is conducted in schools and by the Department of Education.
- To investigate the importance of conducting professional development in schools and its benefit.
- To explore different models that are utilized for professional development needs analysis.
- To investigate ways that can be used to support a teacher who is underperforming.

1.6 MOTIVATION FOR THE RESEARCH

As a person who has taught for more than twenty years in the foundation phase, I have observed that the individual needs analysis is not properly executed in schools.

The workshops that are usually conducted tend to address common professional development needs like when there are changes in the curriculum and during the introduction of new initiatives. I therefore wish to investigate how the individual professional development needs are identified and how professional development is conducted in the foundation phase. Teachers have different performance deficiencies that need to be addressed in-order for them to perform their duties expected by the employer. Each time I was teaching, I felt that for areas I had not received the required support that negatively impact on the learners' performance.

Russel and Russel (2006: 33) maintain that professional development does not guarantee that learning occurs, but is a powerful tool for developing the critical competences needed to meet the challenges facing any organisation. This, in turn, will enable employees to successfully do their work, make appropriate decisions, solve problems, and improve learning and the quality of academic results. Teachers are evaluated using Integrated Quality Management System (IQMS), and they are expected to develop their Personal Growth Plans (PGPs). As a school principal, the researcher observed over the years that the templates that were used for developing PGPs, limited teachers by requiring them to record the needs that were based on IQMS performance standards. The researcher intends to investigate whether the needs that arose from parents and peers' complaints were incorporated into the individual professional development needs.

As a person who has taught for more than twenty years in the foundation phase, the researcher has observed that, over and above the cognitive problems, learners have different social and personal problems, which include different kinds of abuse, being exposed to violence and drug abuse, teenage and pre-teen pregnancy and economic problems. Teachers need to be equipped with the relevant skills to deal with all these problems so that they can offer psychosocial support to learners facing these challenges. Goetsch and Davis (2010: 277) contend that the purpose of professional development is to improve the knowledge, skills and attitudes of employees.

1.7 DELIMITATION OF THE STUDY

The study focussed on investigating how professional development needs analysis may be used to enhance effectiveness of the foundation phase teachers. The setting of this study was delimited to the purposively selected 10 teachers, 5 principals and 5

Development Support Groups (DSG) drawn from 5 schools under Imfolozi Circuit. The findings of the study might be broadly applicable to other similar settings as they highlight issues and understanding involved in conducting professional development needs analysis. The findings may be applicable to other parts of South Africa or even internationally.

1.8 RESEARCH METHODOLOGY AND DESIGN

1.8.1 Research Methodology

This study used qualitative research design. According to Johnson and Christensen (2000: 313), qualitative research is a “naturalistic enquiry” where non-interfering data collection strategies are used to discover the natural flow of events and processes and how participants interpret them. Fouche (2005: 269) asserts that the difference between qualitative research and quantitative research is that the former does not usually provide the researcher with a step-by-step plan or a fixed plan to follow. In quantitative research, the design determines the researcher’s choice or actions, while in qualitative research, the researcher’s choices or actions determine the design or strategy (Fouche, 2005: 269).

A qualitative research design was selected for the purpose of this study because it contained aspects that would require the researcher to obtain rich descriptive information from participants in their natural settings. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem and the data is collected in people’s natural setting (Creswell, 2014: 4). In this case, the natural setting was the schools where teachers performed their duties.

1.8.2 Data Collection

This section explains the tools used and processes followed to collect data. This study used interviews and observation method for data collection. These methods selected enabled the researcher to collect rich information from participants as this is a qualitative study.

1.8.2.1 Interviews

Interviews were conducted with fifteen teachers to obtain rich information about the participant's thoughts, knowledge, reasoning, motivations and feelings about the topic regarding how their professional development needs were analysed. The information regarding professional development needs identified in teacher's daily activities and formal evaluation (IQMS) were collected through interviews. De Vos, Strydom, Fouche and Delport (2005: 291) contend that interviewing is the most important mode of data or information collection in qualitative approach. The aim of qualitative interviews is to have one-on-one or face-to-face first-hand information with the participant.

I audio recorded the interviews to ensure that the entire conversations were captured. The audio recorded information was later transcribed into word documents for close analysis. De Vos, *et al.* (2005: 304) caution that the participants may not be comfortable being taped and may even withdraw. Prior to the interviews, I explained to the participants the purpose and process of the using audio-tape, in order to allay participants' fears and anxieties, and assured them about confidentiality of the whole process.

1.8.2.2 Observer as participant

I took on the role of observer more than the role of participant. In this strategy, the participants were fully aware and they were part of the research process (Johnson & Christensen, 2012: 209). I observed five Development Support Groups from five schools conducting the post-evaluation meetings. The post-evaluation meetings were observed because that was where the DSGs identify the appraisees' performance gaps. The five DSGs were manageable and yielded rich information. According to Johnson and Christensen (2012: 209), when the researcher plays the role of an observer-as-participant, it is easier to maintain objectivity and neutrality. I ensured that my perspectives and beliefs did not influence the collection of the data. I recorded what I observed as it was.

1.8.2.3 Institutional document analysis

Document review enabled me to view recorded information regarding needs analysis. Documents viewed included, school policies, minutes, relevant IQMS scores, reports,

strategic plans and School Improvement Plans. Reviewing relevant school documents enabled me to compare the information acquired from interviews.

1.9 DATA ANALYSIS

Bogdan and Biklen (2003: 148) define data analysis as a process of systematically searching for, and arranging the interview information, field notes and any other materials collected by the researcher for the purpose of answering the research question. The empirical data was organised into the main theme, subtheme and categories. Ary, Jacobs and Razavieh (2002: 266) state that developing categories enables the researcher to physically separate valuable data on a given topic from other material and is a crucial step in organising the data. The schematic presentation is used to present the main theme, subthemes and categories identified from empirical data.

1.10 ETHICAL CONSIDERATIONS

Ethical measures included informed consent from all participants. I provided potential participants with clear, detailed and factual information about the study, its methods, its risks and benefits, along with assurances of the voluntary nature of participation, and that they were allowed the freedom to refuse to choose to participate or withdraw from participation (Terre Blanche, Durkheim & Painter, 2006: 72). De Vos, *et al.* (2005: 282) are of the view that the ideal field research is one that is easily accessible, where cooperation with the participants can easily be achieved, where the researcher can move about freely, and where the required information can easily be obtained.

The participants were assured of anonymity and confidentiality, and their agreement to audiotape interviews was solicited. It is critical to ensure participant anonymity in order to endear the objectives of the research with the participants. The participants' anonymity was maintained by using pseudonyms or labelling the schools as School A, B, C, D and E. According to De Vos, *et al.* (2005: 283), gaining access to a research field can be an exacting task, and much depends on the imagination of the researcher, as well as his or her interpersonal and decision-making skills. Treating the leader and community members with respect and in a warm and professional manner will achieve more than attempting to gain forced entry.

In qualitative research, it is crucial that the researcher strives at achieving results that are trustworthy through authenticity, credibility, confirmability, and dependability (Maree, 2012: 38). This means that, as the researcher, I facilitated quality assurance in a research study. According to Merriam (1998: 205), replication in qualitative research is, however, not possible, as repeating the same research will not yield the same results because 'human nature is never static' because people have the ability to think and review their thoughts.

1.11 CHAPTER DIVISION

The thesis consists of six chapters.

Chapter 1 presents the introduction consisting of background to the study, purpose of the study, the problem statement, the aim of the investigation, motivation for the research and a description of the method of investigation.

Chapter 2 consists of literature review. It explores professional development needs practice in South Africa. The Skills Development Act, a legislative framework of the national government, and the Department of Education's policies regarding how professional development needs should be conducted, reports, literature and performance review policies are analysed.

Chapter 3 discusses different theories and models that explore the international perspective on performance analysis.

Chapter 4 describes the research design and explains the methods of collecting data used.

Chapter 5 analyses the data collected and discusses the research findings and the hierarchical category system used to analyse the data. The research problem and sub-problems are answered in this chapter.

Chapter 6 summarises the research results and conclusions. Recommendations are proposed regarding what strategic actions could be taken and by whom, to improve the situation and practice of performance appraisal in schools. Finally, areas for further research are suggested.

1.12 CHAPTER SUMMARY

The chapter focused on presenting background to the research problem and its contextualisation, statement of the problem, aim of the study, research question, research objectives and delimitation of the study. The qualitative research design was discussed as the approach that would assist to obtain participants' first-hand information. Interviews and observations were used to collect in-depth information from the participants. The chapter presented that the study will be divided into six chapters. Chapter 2 discusses professional development needs analysis situation in South Africa.

CHAPTER 2

THE IMPORTANCE OF CONDUCTING INDIVIDUAL NEEDS ANALYSIS

2.1 INTRODUCTION

Teaching is the bedrock of all other professions since all the different professionals are taught by teachers in their schooling. Teachers have the responsibility of educating a nation, producing skilled and committed workforce for the country, and high-performing future leaders and citizens of the country. Teachers have a strong influence on children as they start interacting with them at an early stage when they have not yet been negatively influenced by their peers or other social factors. What the teacher says or does can have a positive or negative impact on the child's development. Therefore, it is crucial that teachers receive professional development in areas where they experience difficulties in their jobs. Without ensuring professional development of teachers, improved curricula, assessments, and well-resourced and safe schools can be useless. The DBE (2010: 73) states that focussing on teachers' development is fundamental to the attaining of quality teaching and learning.

This chapter discusses the importance of conducting individual needs analysis in schools and explores how it is done in South African schools. The individual needs analysis should be done with the purpose to improve the performance of a qualified teacher or practicing teacher, the school and the entire education system of the country. If it is not done, the schools and the entire education system of the country may not perform optimally. According to the DBE (2011: 76), teacher development should meet individual teachers' professional aspirations, improve the quality of learner achievement, address the needs of schools, and contribute to the development of the entire education system. They should regard their duties as crucial, sensitive and binding because they are dealing with the lives of innocent and vulnerable children.

Teachers have the great responsibility of supporting each and every child placed under their care by their parents, and therefore, they need to strive to develop themselves in order to help children along the path of learning, understanding and development (SACE, 2011a: 9). Elaborating on the importance of development,

Erasmus, *et al.* (2010: 3) contend that an individual benefits from professional development in the following important ways:

- They are empowered to make decisions and solve problems effectively.
- Motivational variables of recognition, achievement, growth and responsibility are internalised and operationalised.
- Staff members are able to handle stress, tension, and conflict more effectively.
- Job satisfaction is increased and
- Knowledge, communication skills, and attitudes are improved.

Teachers should possess knowledge and skills that enable them to creatively establish safe and inviting learning environments where all learners are engaged and actively participate in both the immediate and long-term learning processes that are standards-based, student-centred, and developmentally appropriate (LeBlanc & Gallavan, 2009: 79). Teachers should have effective ways of activating learners' interests and creating learning interesting opportunities in their classes. This requires them to acquire new and relevant information in the subjects they are teaching from time to time.

2.2 THEORETICAL FRAMEWORK

The Total Quality Management (TQM) framework was chosen to understand how schools may achieve high performances in teachers. The purpose of this study was to devise strategies which may assist teachers to become more productive in their work. Schools like all other organisations within the business sector need to recognise TQM as a critical strategy in achieving organisational effectiveness and efficiency, and ultimately its competitiveness. Yusof and Aspinwall (2000: 281) describe TQM as a management philosophy, and a way of thinking that help organisations to achieve high performance and productivity. TQM evolved from many different management practices and improvement processes (Magutu, 2010: 52). The term TQM became popular in 1980s, when one of the proponents, Edward Deming, in 1986 explored the theory further and summarised his management philosophy around four areas of profound knowledge and 14 points that are required to maintain competitiveness in providing products and services (Waldman, 1994: 511). Bowen (2013: n. p.) states that Deming's system of profound knowledge consists of the following areas:

- System appreciation - an understanding of the way that the organisation's processes and systems work;
- Variation knowledge - an understanding of the variation occurring and the causes of the variation;
- Knowledge theory - the understanding of what can be known; and
- Psychology knowledge - the understanding of human nature.

Deming's (1982) work is relevant to this study for its emphasis on connections between total quality, work performance and the management of performance (Waldman, 1994: 512). The implementation of the theory can assist schools as organisations to be organised and ensure the effective functioning of all structures and factors involved. The role of teachers in schools is very crucial and they need to be empowered to teach and make decisions related to quality curriculum delivery. TQM is an integrated organisational effort designed to improve quality at every level. Luft (2007: 51) asserts that effective implementation of TQM requires not only hard dimensions like statistical control and operational management systems but also soft dimensions involving human skills and functions. The above point indicates that an organisation needs to regard the skills development of employees as just as crucial as other systems. This is why this study argues that needs of every teacher should be identified and addressed to ensure that teachers produce quality education for the country.

2.2.1 The Need for Total Quality Management

Yusof and Aspinwall (2000: 281) contend that TQM helps create a culture of trust, participation, teamwork, quality-mindedness, zeal for continuous improvement, continuous learning and, ultimately, a working culture that contributes towards an organisation's success and existence. TQM demands that leadership instil a sense of enthusiasm and an elevated motivation to all employees, in order to create a sense of coherence in pursuing a common quality goal (Yusof & Aspinwall, 2000: 281). Teachers require comprehensive professional development programmes in order to deliver what is expected of them. The essential measures to ensure workers are capable of doing their jobs both effectively and efficiently are factors like comprehensive on-the-job professional development programmes, as well as the

cultivation of a supportive environment allowing continuous learning (Raisinghani, Kaiser & Abdulovic, 2011: 474).

According to Yusof and Aspinwall (2000: 281), the implementation of this theory is one of the most complex activities that any organisation may attempt, the main reason being that it involves change in working culture and impacts people. Aalbrechtse, Heka and McNeley (1991: 30) state that there should be an executive implementation plan that defines what the institution does, what it is trying to do and how it is going to do it, ensuring that each step builds on the previous one. TQM is not a destination but a continuous journey towards improvement (Mansir & Schacht, 1989: 1). It helps employees to understand the benefits of continuous improvement and their roles and responsibilities in striving for excellence in an organisation. A key point is the basic prerequisite for an understanding that quality is a purely long-term undertaking and requires appropriate commitment with sufficient resources (Raisinghani, *et al.*, 2011: 472).

According to Bowen (2013: n. p.), another person credited with starting the TQM movement, was Phillip Crosby. He articulated the points, much like Deming, that if you spend money on quality, it is money that is well spent. Crosby's theory points out the factors crucial in ensuring TQM in an organisation, namely, the attainment of total commitment from management, formation of a quality improvement team and professional development the supervisors appropriately.

Raisinghani, *et al.* (2011: 474) maintain that, "Quality improvement demands that leadership instil a sense of enthusiasm and an elevated motivation to all employees, in order to create a sense of coherence in pursuing a common quality goal". The ultimate goal in employee management is to provide a conducive working environment, where employees feel they are party to decision-making and other activities taking place in an organisation. The South African Excellence Model is a guide that schools may use to assess the performance of the whole school (Meyer, 2007: 444). The model, which is discussed in more detail below, highlights the importance of teacher development as it plays a crucial role in the success of every school.

2.3 SOUTH AFRICAN EXCELLENCE MODEL

According to Meyer (2007: 444), the South African Excellence Model provides a framework for self-assessment and eventually external assessment of a company, which would also allow it to incorporate world-class standards of excellence into its operations. This model is relevant for use by schools for self-assessment like all other business, social and government organisations. The application of this model can assist in improving teachers' performance as it addresses most of what should be done by employees in an organisation. The model consists of 11 criteria summarised below:

- *Leadership* – The school management team (SMT) which is comprised of the principal, deputy principal and heads of departments plays a leading role in the management of a school. Without their capable leadership, a school cannot function properly as they have to lead and influence teachers to teach effectively. The main task of leadership starts with the development of a mission statement, followed by a strategy, which is translated into action plans down through the organisation. These, combined with a TQM approach, should result in a quality organisation, with satisfied customers and good results (Brun, 2011: 9). According to the Department of Education, State of Victoria (2005: 7), effective leaders engage their staff in professional discourse, drawing on external ideas and research to inform their thinking and actions, and encourage them to reflect on what they are trying to achieve with learners and how they are doing it. The school management team needs to motivate teachers, address their professional needs and gain their confidence and loyalty.
- *Policy and strategy* – This is concerned with how the organisation formulates, deploys, reviews and turns policy and strategy into plans and actions (Meyer, 2007: 444). Teachers, parents and other stakeholders should be part of policy formulation so that they can own every process. The policies and strategies assist in bringing order and harmony in an organisation as everyone knows what is expected from them.
- *Customer and market focus* – This relates to how the organisation determines customer and market needs, requirements and expectations, enhances relationships with customers, and determines their satisfaction (Meyer, 2007: 444). Parents need to be consulted to give them an opportunity to air their

views about which services they expect from the school as well as the quality of those services. Teachers should be transparent about how the school operates.

- *People management* –Every teacher should be given an opportunity to excel in what he does by being provided with relevant professional development and appropriate resources. According to Department of Education, State of Victoria (2005: 7) school leaders should create conditions that are conducive for teachers to continuously improve their teaching practice by providing encouragement and fostering environment that values sharing, trust, collaboration and self-assessment.
- *Resources and information management* – This refers to the effective and efficient management and usage of the organisation’s resources and the distribution of information. According to Rabin and Jackowski (1988: 3) the school management team should supervise and oversee the utilisation of hardware, software, data processing, libraries school records, reproduction services and policy documents. The resources should be distributed equitably to all the staff, and the school management team should monitor that they are effectively utilised in way that would benefit the school functionality. Relevant information such as departmental circulars and policies should be cascaded to all teachers to keep them abreast of current issues in education.
- *Processes* – This relates to how the organisation identifies, manages, reviews and improves processes (Meyer, 2007: 444). Important documents like the Strategic Plan and the School Improvement Plan can be developed to include short-term and long-term plans and how they will be monitored.
- *Impact on society* – This involves what the organisation is achieving in satisfying the needs and expectations of the local, national and international community at large (Meyer, 2007: 444). The school is part of society, and therefore, it should be seen meeting the needs of the society as well as becoming involved in solving societal issues.
- *Customer satisfaction* – This refers to what the organisation is achieving in relation to the satisfaction of its external customers (Meyer, 2007: 444). Surveys and keeping a suggestion box can be used by schools to assess customer satisfaction because if it is not done, the school would not know whether parents are satisfied with its service.

- *People satisfaction* – Teachers and non-teaching staff as internal customers should be given opportunities to lodge complaints and give their recommendations.
- *Supplier and partnership performance* – This refers to what the organisation is achieving in relation to the management of supplier and partnering processes (Meyer, 2007: 446). The school needs to forge partnerships with different departments, companies and also network with other schools.
- *Business results* – This concerns what the organisation is achieving in relation to its planned business objectives and in satisfying the needs and expectations of everyone with a financial interest or other stake in the organisation (Meyer, 2007: 446). Monitoring and evaluation processes should be in place to ascertain whether the school's objectives and the Department of Education's mandates have been met.

Meyer (2007: 446) submits that people play a very important role in the South African Excellence Model. Half of the model is directly related to people, while the rest has indirect, but also very important, implications for people in the organisations. One crucial aspect of the model is that staff satisfaction and customer satisfaction must be obtained in order to achieve excellence. The South African Excellence Model seeks to encourage excellence in schools. The excellence concepts provide for TQM in an organisation as all eleven concepts need to be integrated.

Teachers are role players in schools and need to be equipped with necessary skills to be able to execute their tasks effectively. There should be mechanisms in place to assess what skills are needed, who needs them, how they would acquire the skills, and how much it would cost.

2.4 NEEDS ANALYSIS MODEL

There are many models that can be used to guide professional development needs analysis to ensure that appropriate professional development is rendered where it is required. Swanepoel and Erasmus (2000: 497) emphasise the importance of using a professional development model, and stated that professional development fails in an organisation due to lack of a systematically-developed professional development model. A number of important factors should be considered during a professional development professional development process. They include a clear formulation of

an organisation's overall objectives, evaluation of a professional development programme, and behaviour change. For the purpose of this research, the Human Performance Improvement (HPI) process model served as the conceptual framework for this study and served as a guide for the data collection efforts.

2.4.1 Human Performance Improvement (HPI) Process Model

Human Performance Improvement (HPI) process model was originated by William J Rothwell in 1980 (Rothwell, Hohne & King, 2007: 14). Rothwell, *et al.* (2007: 14) contend that the HPI process model contains primary components that are found in most comprehensive performance frameworks. It is sequential and well structured. The utilisation of this model for individual needs analysis of teachers can yield good results. The HPI process model consists of six steps, namely performance analysis, cause analysis, intervention, implementation, change management and evaluation (Rothwell, 1980 as cited in Rothwell, *et al.*, 2007: 14).

2.4.1.1 Performance analysis

According to Rothwell, *et al.* (2007: 14), the first step is to describe past, present and future performance gaps. This means that employees' performance is looked at by comparing their past performance with their current performance and what is required by the job. This will determine whether they are progressing or not. The result will predict employees' future performances, and determine whether the teachers will produce quality results and whether their performance is deteriorating or not. Alluding to this issue, Arikewuyo (2009: 100) emphasises that the first step in the professional development process is the determination of professional development needs, which involves the information or skill areas of an individual that require further development to increase the productivity of that individual or group. Professional development professional development needs assessment indicates whether a professional development need exists, and if it does, it indicates what professional development is required to fill the gap.

The purpose of doing performance analysis is to determine the gap between what is currently in place and what is needed, now and in the future. Gaps can include differences between what the school as an organisation expects to happen, current

teacher job performance and existing desired competencies and skills (Cekada, 2010: 30). The DBE (2011: 76) explains that identifying teachers' immediate needs also helps to clarify their medium- and long-term needs. This means that teachers have needs that can be addressed by some intervention. For example, if the gap is failure to use a variety of assessment methods in class, some needs may be addressed over a period of time, for example, how to support learners who experience barriers to learning. The following is an example of a checklist designed to assist in the analysis of data and in prioritising the needs that have emerged from the process of needs assessment.

Table 2.1: Performance deficiency reference checklist

What is the performance discrepancy?	<ul style="list-style-type: none"> - What is the difference between what is being done and what should be done? - What is the evidence and is it reliable?
Is the discrepancy important?	<ul style="list-style-type: none"> - What is it costing? - Will the problem grow? - Is it worth fixing?
Is it a skill or knowledge lack?	<ul style="list-style-type: none"> - Could they do it if their lives depended on it?
Did they know how to do it in the past?	<ul style="list-style-type: none"> - Have they forgotten? - Is the skill often used? - Do they get regular feedback on how they are doing?
Is there a simpler way?	<ul style="list-style-type: none"> - Can the job be simplified? - Could job aids be used? - Do they learn by being shown instead of professional development (On-the-job professional development methods?)

Do they have the potential to do the job well?	<ul style="list-style-type: none"> - Are they physically fit? - Are they over/under qualified?
Is the correct performance being punished?	<ul style="list-style-type: none"> - Do they perceive performing correctly as being penalized? - Is not doing the job rewarding? - Is there reward for non-performance (less work, worry or tiredness, or do they get more attention?)
Does correct performance really matter?	<ul style="list-style-type: none"> - Is there a favourable outcome for performance? - Is there any status/job satisfaction connected with the job? - Are there any obstacles to performing? - Are the resources available (time, equipment, tools, space)? - Are there any other barriers (policy, culture, ego, systems, authority, conflicting time demands)?
What is the best solution?	<ul style="list-style-type: none"> - Are there any solutions which are unacceptable to the organisation? - Are there solutions beyond the resources of the organisation?

Adapted from Swanepoel, Erasmus, Van Wyk and Schenk (2003: 457)

2.4.1.2 Cause analysis

The cause analysis involves determining the root cause or causes of the teacher effectiveness gaps identified in the first step. This assists in knowing the cause of the performance gap for the purpose of preventing its recurring. The causes of performance deficiency of teachers may be caused by factors beyond their control. Blanchard and Thacker (2013: 79) identify three areas that can inhibit a teacher's ability to meet job performance expectations. Next I discuss each area, but I will only focus on those that respond to my research question

2.4.1.2.1 The school itself as the factor that may hinder teachers' effectiveness

There are factors that are related to the entire school that can hinder an individual from performing effectively. For instance, in a school where there are not enough classrooms, and learners are overcrowded, a teacher cannot perform well. The situation where a class is overcrowded may make it difficult for a teacher to give each learner an individual attention and know their needs. This may negatively impact on the teacher's performance as well as the learners'. The teacher might end up demotivated in her work and requiring professional development support to learn about the strategies he/she may use to deal with a class with a large number of learners. According to Meyer (2007: 163), organisational problems or deficiencies which hinder the performances of both the organisation and its individual members must be addressed using organisational development methods, strategies and techniques.

School deficiencies cannot be addressed by professional development but by reviewing school policies, strategic plans, resources and school allocation, environment and models for organisational development (Blanchard & Thacker, 2013: 115). According to Cummings and Worley (2009: 29), the model such as planned change can be used to solve problems related to school development. The model describes basic activities that practitioners or organisation members jointly carry out in organisation development, namely entering and contracting, diagnosing, planning and implementing change and evaluating and institutionalizing change.

(i) Entering and contracting stage

The first activities in planned change concern entering and contracting (Cummings & Worley, 2009: 29). It involves forming a strong team that will lead change. Plans for change should be communicated with all employees so that they understand the need for change and fully participate. This should involve discussing what can be done, what will it cost, how long will it take and what is the expected outcomes (Government of Alberta, 2005: 22). It also involves understanding the problems facing the school as an organisation or determining the positive areas of inquiry. Once the information is collected, the problems or opportunities are discussed with managers and other

members of the organisation, a contract or agreement to engage in planned change is developed (Cummings & Worley, 2009: 29). In the case of a school, the school management team collects the information and discusses it with the SGB, teachers and other stakeholders regarding how the school can improve. After consultations, agreement is made as to how to improve the school conditions.

(ii) Diagnosing the school's problems

In this second stage of planned change, the client system is carefully studied (Cummings & Worley, 2009: 29). Diagnosis, in this context focuses on identifying school's problems, including their causes and consequences, or on collecting stories about the organisation's positive attributes. According to Cummings and Worley (2009: 29), diagnostic models for analysing problems explore three levels of activities, that is, school as an organisation issues, group-level issues and individual-level issues. The organisation issues represent the most complex levels of analysis and involve the total system. This includes the assessment of school goals, resources, structures and programmes. Group-level issues are associated with department and group effectiveness. Individual-level issues involve the way jobs are designed and performed.

(iii) Planning and implementing change at school

This third stage, members of the organisation and practitioners jointly plan and implement organisation development interventions. They design interventions to achieve the organisation's vision or goals and make action plans to implement them. There are several criteria for designing interventions, including the organisation's readiness for change, its current change capability, its culture and power distributions, and the change agent's skills and abilities (Cummings & Worley, 2009: 29). Change efforts may fail because of poor planning, monitoring and control, focusing more on the objective than on the steps and process involved, a lack of milestones along the way, and failing to monitor progress and take corrective action (Gill, 2002: 308). Change efforts often lack the necessary resources, such as budget, systems, time and information, and the necessary expertise – knowledge and skills.

(iv) Evaluating and institutionalising change

Cummings and Worley (2009: 29) state that the final stage in planned change involves evaluating the effects of the intervention and managing the institutionalisation of successful change programmes. Feedback to organisation members about the intervention's results provides information about whether the changes should be continued, modified, or suspended. Institutionalising successful changes involves reinforcing them through feedback, rewards and professional development. Feedback to organisation members about the intervention's results provides information about whether the changes should be continued, modified, or suspended.

2.4.1.2.2 The management of schools

This includes causes such as the need for the school manager to be a positive role model, demonstrating the same skills as those that are supposed to be learnt in the professional development programme; the need for the manager to coach teachers in transferring the newly-learned skills for the job and supporting the learners when they do so (Meyer, 2007: 163). The school management team is critical to the success of the organisation as it is responsible for developing strategies and providing leadership. In order to be effective they need to acquire a wide range of skills, behaviours and knowledge. Their major tasks are to set strategic objectives and initiate significant shifts in the direction of the organisation, monitor results, obtain and control capital resources, maintain relations with key external parties, including shareholders, major customers, the general public, as well as display good professional ethics (Cummings & Worley, 2009: 29).

Inefficiency of the school management team has a negative impact on the progress of the entire school and the performance of an individual teacher in particular. The school management teams are faced with a spectre of vastly increased accountability. They are not only expected to monitor the curriculum but to be inspirational and innovative leaders as well as conscientious managers, and to share this with a wide range of school stakeholders (Arikewuyo, 2009: 100). Cheung (2000, as cited in Arikewuyo, 2009:100) explains that principals of schools are expected to demonstrate their ability to lead through professional knowledge, organisational and administrative

competence, ability to work out good school policy, skill in the delegation of authority, and ability to establish a good working relationship with staff and parents.

Each employee of the Department of Education is expected to perform her duties according to the position they occupy. This is why individual professional development needs analysis is crucial to identify areas of development for an individual teacher. According to Hoyle, Fenwich and Betty (1995, as cited in Arikewuyo, 2009: 100), it is in this respect that the American Association of School Administrators suggest that school administrators need skills in designing, implementing and evaluating school climate, building support for schools, developing school curriculum, instructional management, staff evaluation, staff development, allocating resources, as well as educational research, evaluation and planning. Without excellent leadership and good organisation of all programmes and activities at school, an individual cannot perform up to her ability.

2.4.1.2.3 The teacher as an individual

This includes factors that arise from teachers themselves, such as the teachers' lack of knowledge, skills or confidence, the teachers' motivation or attitude, or the disagreement with the values or concepts underpinning the organisation or programme. Without teachers having a positive attitude towards themselves and their work, it would be difficult for other people to assist. All teachers should do self-assessment and seek solutions to their problems and not only wait for the School Management Team (SMT) to identify their needs.

2.4.1.3 Intervention

Rothwell, *et al.* (2007: 15) state that the third step - selection of appropriate interventions - assists in addressing the root cause to close past, present or possible future performance gaps. Depending on the kinds of problems identified at the initial stage, the decision about the suitable intervention is made at this level. It is crucial that the intervention is well-selected to suit the identified needs. Furthermore, the information generated during professional development professional development needs assessment allows for data-driven decisions surrounding the design, development, and delivery of professional development content.

2.4.1.4 Implementation of intervention

The implementation of interventions requires careful thought, since the intervention is nearly always a source of change in a complex setting and it involves performance and behaviour and other sensitive issues (Meyer, 2007: 197). This includes a plan for the identification of the internal and external resources required to complete the development – timelines, budgets, experts, rollout dates and milestones. A strategy to ensure communication throughout the intervention should be planned.

DeSimone and Werner (2012: 28) emphasising efficiency at this stage, maintain that the programme must be implemented using the most appropriate means or methods. Beavers (2009: 26) argues that valuable information is overlooked or unheard due to poor teaching strategies executed by the presenter and inefficient planning by the administration that fails to include the body of teachers in the decision process. This is a crucial issue because if the professional development does not achieve what it is planned for, it means a waste of time and money and lowers the interest in teachers for attending future professional developments.

2.4.1.5 Change management

Change is a process that needs to be planned and managed (van der Westhuizen, 2013: 200). Every professional development programme must bring change to an employee which will benefit the whole institution. Marishane (2012: 3) maintains that if change is to bring about sustainable improvement, effective leadership is required to lead change and direction towards this end. Change is sometimes not comfortable, therefore, leadership of the school should expect that employees may try to resist change when they do not share the same view as the leadership of the school.

Meaningful change in education demands effective leadership, and effective leadership needs meaningful change to sustain itself (Marishane, 2012: 3). In this context, once the teacher has attended professional development or undergone any kind of intervention, the immediate supervisor should monitor change. Teachers should be able to change their behaviour or improve their performance. The

employment of change models can be used to guide leadership as to what needs to be done. Kotter and Cohen (2002 in McKenna & Beech, 2013: 117) present Kotter's model of change process, which highlights eight stages that can be used to successfully implement change: establish a sense of urgency, establish a guiding coalition, create a vision and strategy for change, communicate the vision and strategy, remove obstacles, produce visible signs of progress, stick to the change process and nurture and shape a new culture.

2.4.1.6 Evaluation

This is the final stage of a professional development programme, and it is where one takes stock of the results achieved by the intervention. According to DeSimone and Werner (2012: 28), careful evaluation provides information on the participant's reaction to the programme, how much they have learned, whether they use what they have learned back on the job, and whether the programme has improved the organisation's effectiveness. Evaluation means that the success and problems of the programme must be assessed to determine whether the objectives have been met. All the role players must form part of the evaluation process, that is, teachers, mentors, managers and other staff members who have inputs in the programme such as the skills development facilitator (Meyer, 2007: 289). The information received through professional development evaluation is then used to improve the next cycle of professional development needs assessment.

McKenna and Beech (2013: 374) indicate that at the end of a professional development session, trainees are usually asked to complete a questionnaire stating which parts of the professional development were most useful, relevant and interesting. They also state that although results of this exercise might be useful to the trainer, the following weaknesses are associated with this method:

- (i) Positive responses are sometimes made simply because trainees are happy with the professional development encounter, possibly having been entertained by the instructor.

- (ii) The trainees feel that the professional development session has been useful and relevant to their occupational sphere, but their judgement is based on a lack of sufficient awareness of their professional development needs.
- (iii) Because of close proximity of the evaluation exercise to the end of the professional development session, there is no information on the transfer of learning to the workplace.

Evaluation is crucial for the whole school as an organisation to check whether all the systems function properly towards achieving the school's goals. No single teacher can succeed in her work without smooth functioning of all school's systems and processes. According to Van der Westhuizen (2013: 156), schools are regarded as organisations because they meet all the universal, general requirements of the organisation, for example, people are grouped together in orderly, hierarchical structures of authority in order to obtain a common objective, namely educative teaching. The school management team should have plans to assess whether all the structures are functioning effectively because if one part is not functioning well that can negatively impact the attainment of the school's targets.

2.5 THE NEED FOR SCHOOLS TO COMPLY WITH THE SKILLS DEVELOPMENT ACT

The focus of this study is on how individual professional development needs analysis is done in schools. In 1998, the South African Government enacted the Skills Development Act No. 97 of 1998, which regulates the activities of the workforce of all the South African organisations and companies (Republic of South Africa, 1998: 8). Schools as workplaces and other government organisations need to conform to this legislation.

The Skills Development Act (South Africa, Office of the President, 1998: 8) places emphasis on individuals and the importance of ensuring that they are developed through lifelong learning in accordance with their own personal needs, the needs of the industry in which they serve and the needs of the country. The purpose of the Skills Development Act is to provide a fully integrated education and professional development system covering a wide range of occupations, unlike the previous apprenticeship system which focused mainly on manual trades, such as carpenters,

fitters, turners and hairdressers. The legislation provides guidance to all employers, including education, for addressing the professional development needs of all their employees. It encourages employers to use the workplace as an active learning environment and provide employees with the opportunities to acquire new skills. The legislation emphasises the improvement of the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through professional development and education.

The relevance of the legislation to the study lies in the fact that it seeks to address the needs of employees. The Department of Basic Education as an employer for teachers needs to implement what is stipulated in the Act. The Skills Development Act is a testament that the South African government encourages lifelong learning as a long-term strategy to address skills shortages and to improve the skills of its workforce. The legislation makes it clear that it is the duty of all the organisations to see to it that their employees receive relevant professional development. Kitchel, Cannon and Duncan (2010: 138) posit that a country's success, security and future well-being are dependent upon how effective its education system is in equipping its students with the knowledge and skills necessary to compete in the global environment. To achieve this, a country needs to invest heavily in the professional development of its teachers in order to improve their competences and knowledge of the subject matter.

2.6 THE CONTEXT OF TEACHER DEVELOPMENT

Teachers in South Africa have different educational backgrounds, hence diverse academic and professional competences. The segregated education system prior to 1994 provided a different quality of education to African, Coloured, Indian and White learners. In 1983, education was organised into three separate "own affairs" services of the tricameral parliament, for Indians, Coloureds and Whites respectively, with provision for the Black population being divided between six self-governing territory departments, a central government department administering education for Africans living in the "White RSA", and four nominally independent state departments (DoE, 1995: 13). According to Mattson and Harley (2002: 285), most of the Black teachers and school leaders began their teaching careers under the apartheid regime where they were required to practise in racially prescribed settings. After 1994, there was a need to integrate these different Education Departments into a single, national non-

racial system (DoE, 1995: 87). Inequalities in education were caused by the apartheid legacy, social inequality and difference in quality (Reeves & Robinson, 2010: 15). This required many teacher development interventions to ensure that teachers were at the same level.

2.6.1 The Apartheid Legacy

Robinson (2003: 19) contends that “prior to 1994, the South African system of teacher education was driven by the political ideology of the apartheid system, which sought to provide separate forms of education for different racial and ethnic groupings”. White, Indian and Coloured teachers took four years’ teacher professional development as a pre-service qualification and obtained Bachelor’s Degree followed by a one-year Diploma in Education such as the University Education Diploma (UED) of the University of Natal, or the Higher Diploma in Education (HDE) of other universities, while black teachers were trained for two years and obtained a Primary Teachers Certificate (PTC) or a Junior Secondary Teachers Certificate (JSTC) in teachers’ professional development colleges.

Since 1994, teachers have been faced with a variety of challenges, which include how to cope with the rationalisation of the teaching community into a single national system, and the introduction of new curricula, which emphasise greater professional autonomy and require teachers to have new knowledge and applied competences, including the use of new technologies (DoE, 2006: 6). According to Vandeyar (2010: 344), many teachers completed their initial professional development in the previously segregated education system, with the understanding that they would be teaching learners in a particular race group.

2.6.2 Social Inequality

According to Department of Basic Education (1995: 13) prior to the democratic era (1994), Blacks were compromised in all aspects, like teacher professional development years and the curriculum as well as the provision of resources in schools. From my twenty-seven years teaching experience in rural schools, I have observed that although there are slight infrastructural improvements in rural schools, teachers in some areas still work under harsh and unfavourable conditions. In South Africa, the former Model C schools still exhibit superior facilities and resources, while schools in

rural areas still lack facilities like libraries and laboratories. Similar to this observation and elaborating on my observations, the DoE (2006: 7) reports that “the most profound and enduring effects of apartheid inequalities are to be found in education, including poor infrastructure and facilities for poor people, a lack of amenities, and inadequate professional development for teachers”.

Teachers as community workers may play a crucial role in assisting to bridge the existing economic gap within the society as they are expected to be part of social projects, such as building health-promoting schools and mitigating the effects of poverty on their learners. They have the role not only to educate the learners but also to assist the communities in which they work by addressing their social and educational needs. In this respect, the DoE (2006: 7) asserts: “Schools as community centres play a crucial role in responding directly to societal inequalities by helping to prepare each succeeding generation of children with the appropriate knowledge, skills and values to understand such challenges and contribute to overcoming them, as well as to fulfil their personal potential and aspirations.” Therefore, professional development has a vital role to play in equipping teachers with relevant skills to undertake these tasks. Conducting individual needs analysis effectively assists in identifying the skills that each teacher needs.

2.6.3 Difference in Quality

Some teachers who are currently teaching obtained their qualifications from a wide range of institutions with different programmes. Reeves and Robinson (2010: 15) note that African teachers were trained in colleges that were in the former TBVC (Transkei, Bophuthatswana, Venda and Ciskei) states or homelands. The introduction of Bantu Education, through the Bantu Education Act, 1953, was one of the most pernicious acts passed by the Apartheid government. The Bantu education system was designed to “train and fit” Africans for their role as cheap labour in the newly evolving Apartheid system. In this respect, Reeves and Robinson (2010: 16) correctly observe that:

In South Africa, the fact that many teachers who are currently teaching were professionally trained for the old system makes it especially difficult to identify whether the school level of teachers’ professional qualifications and the subject

specialisations in their diplomas or degrees qualify them to teach a specific learning area or subject and phase level.

There is a need to conduct individual professional development needs analysis in order to overcome challenges related poor performance of teachers. This study attempts to fill that gap.

2.7 THE IMPORTANCE OF TEACHER DEVELOPMENT

Tang and Choi (2009: 1) define professional development as a process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching, and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practise with children, young people and colleagues through each phase of their teaching lives. DoE (1995: 26) states that the most direct way of raising the quality of learning and teaching is through a comprehensive reform and re-direction of in-service education for teachers (INSET).

The DBE (2011: 75) further stipulates that it is not sufficient merely to provide teachers with time and resources and then leave them alone to develop themselves. Professional development requires leaders to get clear standards, useful guidelines and focused assistance from mentors and other colleagues. Emphasising the importance of professional development, Buttler (1999: 6) bases the need for further development of teachers on the following eight premises:

- Professional development never stops;
- We are all lifelong learners;
- Every school must draw its own programme to suit its own aims and objectives;
- In-service professional development on site is more successful than sending staff away for professional development;
- The school should do needs assessment. Different schools have different needs, and different teachers have different needs and interests;
- The staff development should be ongoing, as it will not succeed in one or two short bursts. The programme should have specific activities, and these should bring about permanent improvement in teaching and learning at the school;

- Teachers should try to make full use of the resources at their school and offer expertise to others. For example, one person may be able to teach library skills to colleagues; another could teach computing skills; and
- The best staff development programmes surface in schools that see themselves as places of innovation and change.

Clearly, these findings emphasise the reasons why professional development is important; (a) teachers need to take charge of their development because knowledge is not static and (b) they should acquire new information about their subjects as well as new teaching methods.

Swanepoel and Erasmus (2000: 496) maintain that professional development should improve the standard and performance of teachers once in the field after initial teacher professional development. Professional development is multi-faceted because effective teachers learn from many sources, including their life experiences, their own professional practices, their peers and seniors in their schools, the teaching profession at large, their professional reading and formal courses (SACE, 2008: 9). This shows that teachers, individually or as a team, have a high degree of responsibility for their own professional development and the identification of their own professional needs (SACE, 2008: 9). Professional development prepares teachers for senior positions and helps the individual to make improved decisions and increase job satisfaction.

According to Wong (2003: 3), the American Institute for Research identifies six factors below that make professional development effective and improve instruction.

- *Form of activity:* It is crucial to use different strategies of professional development to accommodate different learning styles of teachers. Teachers learn more in teacher networks and study groups than with mentors or in traditional classes and workshops.
- *Duration:* Sustained, intensive programmes are better than shorter ones.
- *Collective participation:* Activities designed for teachers in the same school, grade or subject are better than programmes that target groups of teachers who do not work together. This emphasises the importance of schools holding regular staff development professional development on-site.

- *Content*: Programmes that focus on what to teach and how to teach are key to effective professional development.
- *Active learning*: Teachers need to observe and be observed to plan for classroom implementation, to review student work and to be involved in cohort groups where they are actively writing, presenting, and leading.
- *Coherence*: Teachers need to perceive teacher development as a coherent part of other activities at their schools such as meeting state standards or adoption of new textbooks. It should be seen as integrated into the daily life of the school.

Professional development should be conducted using a variety of strategies in order to accommodate different needs of teachers. Wong's (2003) points indicate the important factors that should be taken into consideration when dealing with professional development of teachers. However, the question that sticks out is, how can professional development programmes be effective without conducting needs analysis? Needs analysis is the critical step before any form of intervention may be effected. This ensures that relevant professional development is provided to relevant teachers. I think the above points should have included the conduct of needs analysis.

2.8 THE COMPLEXITY OF TEACHING

Teaching nowadays seems to be more complex than it has ever been before because of a number of changes that have happened over the years, for example, the changing roles of a teacher and teaching multicultural learners. Hoban (2005: 1) posited that "Teaching requires teachers who are reflective, flexible, technology literate, knowledgeable, imaginative, resourceful, enthusiastic, team players and who are conscious of student differences and ways of learning." Since there are curriculum changes in the system of education and a high level of technology, many learners access education and bad information through television, internet and cell phones. Therefore, teachers need to know about all these technological gadgets, and to continuously update and widen their knowledge so that they may have a clear understanding of the children they are dealing with.

2.8.1 The Seven Roles of the Teacher

Teachers are expected to fulfil different roles nowadays unlike in the past, where it was assumed that the role of the teacher was to transmit certain information to passive learners and establish whether they were able to reproduce it, unchanged, in tests and examinations (Nieman & Monyai, 2012: 1). Since OBE was introduced in South Africa, teachers have been expected to fulfil seven roles stated below which are prescribed as the Norms and Standards for Educators (DoE, 2000: 13). As a researcher, I observed that although teachers were trained on how to implement OBE, there was no focus on professional development teachers adequately on each of the seven roles of educators mentioned below. These seven roles are the norms for teacher development, and therefore the central feature of all initial teacher qualifications and learning programmes. The interest of this study is to find out how teachers' needs are analysed to assist in finding out whether they fulfil the expected roles. The DoE (2000: 13) notes that in terms of the Norms and Standards for Educators, the teacher is expected to assume the following seven roles:

- mediator of learning;
- interpreter and designer of learning programmes and materials;
- leader, administrator and manager specialist in assessment;
- scholar, researcher and lifelong learner;
- community, citizenship and pastoral role;
- assessor; and
- learning area/subject/discipline/ phase specialist.

The above are the only guidelines that indicate the kind of teacher that is envisaged by the curriculum. These roles are the main criteria that should be considered when conducting needs analysis. This study discusses the seven roles of a teacher because they are the guidelines provided by the Department of Education regarding what the kind of the teacher is envisaged in the curriculum in South African schools. Therefore, this means that the roles should form guidelines when doing needs analysis.

2.8.1.1 Mediator of learning

According to Nieman and Monyai (2012: 5), the mediator is expected to act as an intermediary, to communicate effectively, to solve conflicts, to show understanding for

diversity and to effect change. The teacher as the mediator of learning should be in the middle of the learner and the learning content. Such teachers are expected to mediate learning in a manner that is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; and communicate effectively showing recognition of and respect for the differences of others (DoE, 2000: 13). This means that the teacher is expected to demonstrate good knowledge of subject content and various principles.

Nieman and Monyai (2012: 5) state that, in the past, teachers were transmitters of knowledge but nowadays learners are encouraged to seek information and use critical thinking to find solutions. Learners are encouraged to work in collaboration with one another in small or big groups to find solutions for themselves and learn from one another. The teacher has to mediate all the activities that are taking place in the classroom. The mediator of learning should be able to work with the learner in such a way that both of them discover how the learner learns and how to improve the learning process.

The teacher needs to create the kind of environment where learners feel welcome and are able to seek out opportunities to learn. A learning culture is recognised as a climate within a school where learners enjoy learning and see it to be for their benefit.

2.8.1.2 Interpreter and designer of learning programmes and material

LeBlanc and Gallavan (2009: 54) maintain that teachers should demonstrate high knowledge of learning content by designing instruction that connects past, present, and future content. Teachers should demonstrate knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources. Unlike prior to Outcomes-Based Education, teachers are given an opportunity to be actively involved in designing learning material. As interpreters and designers of curriculum, teacher should understand and interpret learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning (DoE, 2000: 13). To perform this role effectively, the teacher needs to think critically and innovatively.

Teachers are encouraged to actively adopt a team planning approach (du Plessis, Conley & du Plessis, 2012: 61). Those teaching the same grade are expected to meet and do all planning collaboratively, and this may include lesson plans, resources to be used and assessment plans.

2.8.1.3 Leader, administrator and manager

Every teacher is a leader and a manager of teaching and learning in her classroom (Rhodes & Brundrett, 2009: 367), and as such, they need to possess outstanding leadership skills. They should instil the love of learning in their learners, and manage all the activities taking place in their classrooms and be accountable for their classes. Some of the administrative duties that teachers are expected to perform include, keeping class registers, completing learners' progress reports, and managing learners' files, portfolios and other documents. This should be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs (DoE, 2000: 13).

2.8.1.4 Scholar, researcher and lifelong learner

According to LeBlanc and Gallavan (2009: 169), teachers need to keep growing professionally. Education is ever changing and teachers must be prepared for these changes. As life-long learners, teachers should achieve on-going personal, academic, occupational and professional growth through pursuing reflective study and research in their learning areas, in broader professional and educational matters, and in other related fields (DoE, 2000: 13). Teachers standards suggest that teachers should take a leading role in discovering new approaches and knowledge that may assist in improving the state of education in the country. According to the Department of Education, State of Victoria (2005: 8), teachers must be equipped with the skills needed to participate in research activities, to contribute to research and development projects and to make use of research conclusions in their teaching practices. Teachers, as lifelong readers should model and encourage the learners to read. They need to be involved in active research, write articles and attend conferences.

2.8.1.5 Community, citizenship and pastoral role

Schooling should produce learners who will not only be respectful citizens but contribute to the upliftment of their communities. LeBlanc and Gallavan (2009: 115)

state that teachers must not only prepare their learners academically, but they should also equip them for productive citizenship and to become active, contributing members of their communities. Learners need to be taught the importance of studying and acquiring a profession or practical skills so as to pull them out of poverty and reduce their dependency on the government for social grants. Neumann, Jones and Webb (2007: 237) maintain that teachers need to understand that schools are sites of social, political and economic influence and recognise that they play key roles in maintaining status quo or in creating environments that are transformative and equitable for all members.

Teachers should have clear understanding of their learners' backgrounds, age groups, diversity, interests and heritage. They need to promote a positive attitude towards developing a sense of respect and responsibility towards others. The teacher is expected to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow teachers (DoE, 2000: 14). The teacher should develop supportive relations with parents, for instance, advise them on how to support their children and frequently communicate the learners' performance with them. The teacher should have a clear understanding of community and participate in environmental development programmes in the community.

2.8.1.6 Assessor

Teachers should understand that assessment is an essential feature of the teaching and learning process and they should know how to integrate it into this process. Teachers are expected to understand the purposes, methods and effects of assessment and be able to provide helpful feedback to learners (DoE, 2000: 14). They should be able to design and conduct both formative and summative assessment in ways that are appropriate to the purpose of learning and meet the requirements of accrediting bodies. They should be able to interpret and use assessment results to feed into processes for the improvement of learning programmes. They are also required to assess learning by planning assessments appropriate to the learners' level and aligned with learning goals.

As assessors, teachers, need to know if learners are learning, at what level they are learning, and what they still need to learn. Assessors use the data gained from assessment of collected evidence to make informed judgements about the learners'

competence. Teachers need to manage assessment documentation in an efficient and secure manner. Assessors also need to demonstrate planning, administrative and management skills. The assessor should have questioning, feedback and evaluation skills. To what extent do teachers in this study demonstrate these skills, since it is an on-going and iterative process, assessment should form an integral part of teaching and learning. Tileston (2005: 78) suggests that before teachers prepare a lesson, they need to ask these critical questions:

- What enabling knowledge (facts, concepts and principles) and skills (procedures) will students need to perform effectively to achieve desired results?
- What activities will equip students with the needed knowledge and skills?
- What will need to be taught and coached, and how should it best be taught, in light of performance goals?
- What materials and resources are best suited to accomplish these goals?
- Is the overall design coherent and effective?

The model may enable the teacher to structure their lessons well so as to cater for the different learning styles of learners. Using the model may also assist in finding out the strengths and weaknesses of each learner in addition to those of the teacher. Assessment is no longer used for summative purposes only but to enhance and improve learning. Karpati (2009: 203) suggests that teachers must be well-acquainted with the personal development features of their learners, with learning processes and with the indicators of learning quality and knowledge application, and they must discover tools for assessing the process of their pupils more accurately.

2.8.1.7 Learning area, subject and phase specialist

Teachers are expected to be experts in subjects they teach in order to impart rich and relevant knowledge to learners. They should update their knowledge by upgrading their qualifications and continuous learning, and engaging in discussions and research on the subject. Ellis (2007: 28) contends that teachers' knowledge of the subjects they teach has been a consistent feature in claims for the professional status of school teaching. The teacher is expected to be well-grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject,

learning area, phase of study, or professional or occupational practice. The teacher is expected to know about different approaches to teaching and learning and how these may be used in ways which are appropriate to learners and the context (DoE, 2000: 14). In a world that is rich in information and communication technologies, characterised by complex social, economic, cultural and political interactions, young people need high level problem-solving skills and an ability to apply knowledge to new and different situations (Department of Education, State of Victoria, 2005: 8). This requires teachers to be committed to their professional development in order to keep up with relevant and required standards.

2.8.2 Teachers' Competencies

Teachers are required to possess competencies as specified in the Norms and Standards for Educators (DoE, 2000: 13). The competencies serve as a description of what it means to be a competent teacher. Robinson (2003: 20) posits that “competencies are divided into practical, foundational and reflexive competencies and are aimed at removing the separation between theory and practice”. He identifies and explains the competencies as follows:

- Practical competence is defined as the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.
- Foundational competence is where the teacher demonstrates an understanding of the knowledge and thinking which underpins the action taken.
- Reflexive competence refers to the ability to integrate or connect performances and decision making with understanding, the ability to adapt to change, unforeseen circumstances and explain the reasons behind these actions.

According to Robinson (2003: 20), the seven roles and the associated competencies provide a framework of key strategic objectives for teacher education. Competencies identify capabilities, and therefore are applicable to more than one job.

2.9 THE IMPORTANCE OF INDIVIDUAL PROFESSIONAL DEVELOPMENT NEEDS ANALYSIS

The above discussions reveal the number of tasks that teachers are faced with. If teachers lack some skills to perform their role successfully, it may mean that the education system has failed the learners, because a learner might not recover from that loss. Professional development should be taken as a priority, and it may be successful if individual needs analysis is done before any kind of development. This is the same as when a person is sick; he goes to the doctor who first does a diagnosis to find out exactly what he or she is suffering from and to determine the possible causes. Needs analysis should be done properly in order to yield fruitful results. According to the South African Management Development Institute (SAMDI) (2007: 7), accurate needs analysis may help the professional development coordinators to develop a programme or course based on the real needs of the employees.

How the job ought to be properly done (job requirements)
The gap
How the employee is currently performing

Figure 2.1: Difference between job requirements and employees' performance

Adapted from SAMDI (2007: 7)

The middle of the table represents the employees' shortcomings. The gap might mean a lack of crucial skills or competencies for the job which can cause the school's performance to drop. Unless needs analysis is done it can be difficult to figure out each teacher's needs. Cekada (2010: 31) explains that individual needs analysis focuses on examining a worker and how he or she is performing the assigned job. He further alluded to the fact that an employee can be interviewed, questioned or tested to determine individual level of skill or knowledge.

Hasan (2007: n. p.) submits that organisations that fail to support needs analysis make costly mistakes; for example, they use professional development when another method would have been more effective. If needs analysis is not done, organisations can provide too much or too little professional development or they can provide professional development but fail to follow up on it. A well-performed needs analysis provides the information that can lead to solutions that focus on the areas of greatest

need. According to Cascio (2010: 297), individual performance data, diagnostic ratings of employees by the supervisors, peers, or customers, records of performance kept by workers in diary form, and attitude surveys, interviews, or tests (job knowledge, work sample, or situational) can provide information on actual performance against which each employee can be compared with the desired performance and appropriate professional development can then be planned for each individual.

According to Hasan (2007: n. p.), the process of conducting a professional development needs analysis is a systematic one based on specific information-gathering techniques. The needs analysis is conducted in stages, with the findings of one stage affecting and helping to shape the next one. There is no easy or shortcut procedures for carrying out teacher development. Each particular situation requires its own specific technique in observing, probing and analysing information. The DBE (2011: 76) states that identifying teachers' immediate needs also helps to clarify their medium- and long-term needs. It further assists in the identification of the existing appropriate development programmes informing service providers of those programmes that have to be improved or replaced.

Knowles (1984 in Kitchel, *et al.*, 2010: 140) notes that adult learning theory postulates that adult learners would have a higher level of motivation to learn when they know the need. He also stated that adult learners were likely to disengage from learning activities for which there was no perceived need. The above points emphasise the importance of involving teachers in all decisions concerning their professional development. Emphasising this, Knowles (1984, as cited in Kitchel *et al.*, 2010: 140) states that adults should be actively engaged in planning for learning experiences such as professional development activities.

The DoE (2006: 5) declares that it is the responsibility of teachers themselves, assisted by their own professional body, the South African Council of Educators (SACE), to take charge of their self-development by identifying the areas in which they wish to grow professionally, and to use all opportunities made available to them for this purpose, as provided for in the Integrated Quality Management System (IQMS). As much as it is the duty of the school and the department to see to it that an individual employee is professionally developed, one should take it as one's responsibility to see to it that one attends appropriate workshops and upgrades oneself professionally.

2.10 IMPLEMENTATION OF INTEGRATED QUALITY SYSTEM (IQMS)

According to the DBE (2011: 73), teachers' development needs are currently being addressed through a range of mechanisms, including the IQMS and programmes for continuing professional development. IQMS was negotiated with teacher unions in the Education Labour Relations Council (ELRC) and subsequently, signed as the ELRC Collective Agreement No. 8 of 2003. Mestry, Hendricks and Bisschoff (2009: 479) allude to the importance of IQMS and noted that its implementation is mandatory in South Africa, and therefore it is critical that professional development should be placed high on the school's agenda. The IQMS consists of three programmes, namely Performance Measurement, Development Appraisal and Whole School Evaluation (DoE, 2003a: 3).

- Development appraisal is intended to appraise an individual teacher in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development (DBE, 2011: 73). This is where the process of needs analysis takes place.
- Performance measurement aims to evaluate individual teachers for salary progression, grade progression, affirmation of appointments, rewards and incentives (DBE 2011: 73). The purpose of performance measurement is to motivate teachers to improve their performance.
- Whole school evaluation seeks to evaluate the overall effectiveness of a school – including the support provided by the district, school management, infrastructure and learning resources – as well as the quality of teaching and learning (DBE, 2011: 73). This helps the authorities to check the level of functionality in each school with the purpose of offering support where need arises.

The DBE (2011: 73) stipulates that overall, the main purposes of IQMS are:

- To determine teacher competence;
- To assess strengths and areas for development;
- To provide support and opportunities for development to assure continued growth;

- To promote accountability; and
- To monitor an institution's overall effectiveness.

In this study, IQMS is discussed because needs analysis which is the main focus of the study is one of its processes. According to the DBE (2011: 95), the implementation of IQMS entails the submission of teachers' needs in their Personal Growth Plans (PGPs). The researcher has observed that the Personal Growth Plans are the only tools that are used by teachers to do individual needs analysis. The DBE (2011: 95) observes that what transpired from the Teacher Development Summit of 2009 is that although the concept of PGPs was thought to be good, their use was considered unreliable because teachers did not know how to draft them. It was emphasised that professional development is necessary on the use, development and collation of PGPs at school (into the school programme). From my experience as a principal, I concur with the above statement that PGP forms are not user-friendly because I have informally observed teachers struggle to fill them in.

The Personal Growth Plans (PGPs) are submitted to the School Development Team (SDT) coordinator, who in turn, submits all the information contained in the PGP to the principal. The principal uses the information to develop the School Improvement Plan. The principal, thereafter submits the School Improvement Plan to the circuit coordinator, who then develops the Circuit Improvement Plan. In turn, the circuit coordinator submits the Circuit Improvement Plan (CIP) to the district coordinator who assembles the CIPs from different circuits to develop the District Improvement Plan (DIP). Subsequently, the district takes the DIP up to the province, which in turn, consolidates the DIPs from different districts and develops a national programme of teacher professional development.

The Skills Development Act of 1998 (section 10) (South Africa, Office of the President, 1998) introduced the Workplace Skills Plans (WSP) as an important instrument of South Africa's skills development strategy. The purpose of the WSP is to describe the skills, priorities, education and professional development programmes that are required to meet and deliver those priorities, as well as the staff who will be targeted for professional development, indicating the race, gender and disability status of the professional development beneficiaries (KZN DBE, 2007a: 4). Consistent with this, every province compiles a workplace skills plan. The question that arises is: when the

provincial programme comes back to be implemented, does it feature all the needs of each and every teacher in the province? The other question which arises is the manner in which teachers perceive teacher development programmes offered to them.

2.11 CHALLENGES OF IQMS AND TEACHER DEVELOPMENT

According to Mestry, Hendricks and Bisschoff (2009: 477), the low morale of teachers is caused by their unsatisfactory working conditions and remuneration packages, their inability to deal with rapid policy changes, and not getting to grips with Outcomes-Based Education (OBE), the Revised National Curriculum Statements (RNCS), the National Curriculum Statements and Curriculum and Assessment Policy Statements (CAPS) and the top-down approach of different provincial departments in policy matters, which have seriously infringed on the successful implementation of IQMS. The DBE (2011: 73) states that provincial IQMS coordinators' reports have indicated the following problems:

- A lack of proper professional development of both teachers and education officials on the IQMS processes;
- Inadequate coordination and integration;
- Perceptions that the IQMS mechanisms are confusing and time-consuming;
- A lack of quality assurance of development programmes;
- A lack of capacity to manage the IQMS processes at various levels, including a failure to allocate necessary budgets;
- Resistance by teacher unions to certain IQMS processes;
- A lingering memory of top-down and non-participatory apartheid mechanisms;
- A lack of feedback to teachers and consequent failure to meet their specific developmental needs;
- A focus by teachers on financial rewards rather than professional development; and
- The inflation of evaluation scores.

The above statements show that there is a serious problem going on in schools regarding professional development needs assessment to address the teachers' needs. Teachers are the catalysts in the provision of quality education, and as such, all kinds of support cannot succeed if they have not acquired relevant knowledge and

competences to teach and utilise the provided resources effectively. According to Jansen (2004: 54), indications are that IQMS has not been well received in schools and has been plagued by implementation problems. The DBE (2011: 77) confirms that teachers' performance appraisal through IQMS does not evaluate competence sufficiently, and therefore, it is not helpful in assisting teachers to identify development needs. The IQMS provincial coordinators that visit schools reported that the implementation of IQMS has many problems and inconsistencies caused by lack of proper development or support (DBE, 2011: 95). The IQMS process is believed to be too time-consuming, and that there needs to be reduction in the amount of paperwork involved.

Flowing from the Teacher Summit 2009 (where teachers from all over the country met to discuss issues related to education), was that a simple system for assessing teachers' current competencies to deliver the curriculum and supporting them to develop in areas of their individual needs is vital if we are to solve the problem of poor quality education in the system (DBE, 2011: 95). There was an agreement that all the IQMS appraisal instruments should be linked to the context of classroom practices using broad performance areas to allow for contextualisation, and that the instruments should be streamlined to be simpler and more user-friendly. It was also revealed from Teacher Summit 2009 that districts lack commitment and capacity to support schools with what they need and that they 'are not consistent with their priorities and do not appear serious about IQMS implementation'. The suggestion was that although districts continue to visit schools to monitor the functionality of IQMS, they do not provide sufficient support. This does not contribute to the effective implementation of IQMS processes in schools.

IQMS is done for development purposes and for appraisal for remuneration purposes. The linking of the two poses a problem in that all teachers would try to defend themselves so that they do not get low scores. The researcher, as a member of the school management team has informally observed that some teachers choose friends or a person who would side with them and not tell the truth about their weaknesses, as a peer in the Development Support Group (DSG). Gardiner (2003: 290) argues that IQMS is trying to bring together instruments which are morally and philosophically very different, the Developmental Appraisal System (DAS), which is based on the

philosophy of support and development and the performance measurement system on the other hand, based on managerialism which does not acknowledge the ability of educators to make their own development paths. It was highlighted that the linking of IQMS with pay progression has distorted its developmental purpose and value, and it was suggested that IQMS should be used exclusively for developmental purposes, leading to guidelines for Continuing Professional Training Development (CPTD) (DBE, 2011: 28). According to the DBE, (2011: 97), the following recommendations are made regarding IQMS:

- Improve and clarify the coordination, integration, relevance and monitoring of teacher development policies and programmes;
- Reduce the personnel and paperwork required in order for teacher development to occur;
- Improve the capacity of the system and also of officials and teachers to promote teacher development; and
- Separate teacher development from performance appraisal.

2.12 PROCEDURES TO DEAL WITH POOR AND NON-PERFORMANCE

The Department of Education has different procedures that should be instituted when poor performance is detected. The question is whether the procedures are effectively followed or not when the need arises. A needs analysis is an essential instrument to be used to identify poor performance, and on the basis of this, appropriate support should be provided. The teachers' needs can be identified in different ways like observing them perform their duties, IQMS, interviews, working in a team and self-evaluation. After teachers have been given support several times to improve their performance in a particular area and do not show any improvement, the Department of Basic Education has a range of procedures that are followed to address non-performance, such as less formal methods like discussions with the teacher, letters of warning and formal inquiries involving disciplinary actions (KZN DBE, 2011: 5).

The first step in the less formal procedure is to inform the employee in writing of the reasons for invoking the non-performance procedures (KZN DBE, 2011: 6). The supervisor should then allow an employee to state his or her position on the alleged poor performance. If an employee acknowledges that he or she is performing poorly,

appropriate measures are taken to address the problem. If an employee denies poor performance or fails to attend the meeting, the supervisor could issue a written warning that continued poor performance would lead to more serious action in terms of a disciplinary procedure (KZN DBE, 2011: 6). The supervisor monitors the effects of strategy for improvement throughout the identified timeframe period. The supervisor should call the employee to a follow-up consultation meeting. If poor performance continues, the matter must be referred to the Directorate: Employee Relations for possible institution of a formal enquiry into the allegations of poor performance in keeping with the incapacity code and procedures (KZN DBE, 2011: 7).

The second procedure is formal inquiry. According to the KZN DBE (2011: 7), a formal inquiry into the matter is undertaken whereby the charged employee is given five working days' written notice of the date, time and place of the hearing and of the charges contemplated against him or her. Before implementing the option of placement in an alternative job or dismissal, the employee must be given a hearing to present evidence in mitigation. An employee may be assisted in all meetings in terms of this procedure by a co-employee or trade union representative (KZN DBE, 2011: 8). The gap that might exist regarding this model is that, it might not be fair to charge a teacher for poor performance if there is no evidence that his/her needs have been identified and supported.

2.13 EMPLOYEE ASSISTANCE SERVICES

An Employee Assistance Program (EAP), is the confidential support offered by the employer to employees with personal problems that affect their work performance. The Department of Basic Education (n. d.: 8) cares about its employees' health and social well-being, and recognises that there are a number of personal problems that teachers may encounter in their lives, such as marital, family, emotional, legal, financial, substance abuse, illness or other personal problems that adversely impact their health as well as their productivity. There are employees who perform poorly due to problems that cannot be addressed by professional development but require assistance like counselling. The Department of Education's Employee Assistance Programme (EAP) is a work-based intervention programme aimed at the early identification and resolution of performance and behavioural problems associated with employees hampered by personal problems. The purpose of EAP is to provide

constructive support in the form of confidential counselling and referral to every employee who experiences personal as well as work-related problems (DBE, n. d.: 1).

The Department of Basic Education (n. d.: 4) outlined that the services of EAP are accessed as follows:

- *Self-referrals* – an employee through a process of self-realisation recognises that a problem exists and seeks assistance by consulting the EAP practitioner directly. Self-referrals are treated with strict confidentiality and employees who voluntarily seek assistance but do not want their supervisors to know of their participation can arrange appointments outside duty hours.
- *Informal referral* - It is when an employee experiences personal or social problems and on the advice of other people, for example, the supervisor, a colleague, friend and family seeks assistance from the EAP practitioner.
- *Formal referral* - It is when a supervisor who is concerned about the decline in an employee's performance, attitude and behaviour may refer that employee, with the employee's consent, to an EAP practitioner for assistance.

Teachers who need the services of EAP are those, who seem to be depressed due to different reasons like chronic illnesses, a variety of family problems ranging from family feuds, divorce or the loss of loved ones. Teachers who experience the above problems may poorly perform in their work, which has a negative impact on the learners' progress. The EAP should be monitored and evaluated to ensure continued quality of assistance and to correct potential trouble situations. An appropriate assessment, referral and follow-up of progress are important for continued success of the EAP.

2.14 MENTORING AS DEVELOPMENTAL PROCESS

Teachers need to support one another in order to maximise their performance. This may be done by seniors or experienced teachers who mentor juniors or inexperienced teachers. Megginson and Garvey (2004: 34) define mentoring as a: "one-on-one, non-judgemental relationship in which an individual voluntarily gives time to support and encourage another." The relationship between the mentor and the mentee is cordial, non-judgemental and makes it easier for the junior (mentee) to be comfortable in communicating thoughts and feelings to the mentor. The definition also states that the

mentor provides support to the mentee voluntarily without expecting something back from the mentee. The DBE (2008: 19) explains that mentorship occurs when a senior person (mentor) in terms of age and experience undertakes to provide information, advice and emotional support to a junior person in a relationship lasting over an extended period of time and marked by substantial emotional commitment by both parties.

In schools mentoring as a professional development model should be encouraged because relationships between two teachers benefits both the mentor and mentee. During mentoring the senior teachers models good morals or behaviours and the junior teachers have some experienced teachers to look up to who provides guidance and support. This may eliminate weak performance in teaching if all teachers have mentors who observe their performance and assist them to deal with challenges associated with a productive and meaningful work-life (DBE, 2008: 25). Mentoring is a way in which the school staff can work flexibly and creatively together to become a learning organisation. The Employment of Educators Act No 76 of 1998 (DBE, 1998: 8) stipulates that one of the functions of the school management team is to assist teachers, particularly new and inexperienced ones, in developing and achieving educational objectives in accordance with the needs of the school.

According to Fox (2011: 34), mentors perform a number of functions in the life of the mentee, which include stimulating the acquisition of knowledge; offering wise and friendly counsel; acting as a sounding board; professional development in the technical aspects of the profession; providing emotional support and encouragement during times of doubt or turmoil; and socialising mentees into the role requirements, expectations, and imperatives of the profession. Fox (2011: 35) contend that the emphasis during the stage of informational mentoring is on imparting experience and information and that the most active member in this phase is the mentor. The mentor, as a person who is experienced provides information and counselling support to the mentee. The mentor, through cognitive and emotional convergence, sparks in mentees a desire for advancing professionally (Fox, 2011: 35). This means that the ultimate goal of mentoring is that the mentor should see the mentee developing.

2.14.1 Provision of guidance to the mentee

There is a shift from imparting information to guiding the mentee as the relationship develops, but the mentor still plays the key role (DBE, 2008: 29). The mentor initially needs to give considerable guidance and support to the mentee, but this will diminish as the mentee's confidence increases. This is done to teach the mentee independence and to assess whether development is progressing.

2.14.2 Collaborative mentoring

As the mentee matures, gains experience and develops confidence, the relationship tends to become more collaborative and equal in status (DBE, 2008: 29). Mentees become confident about their work. Mentors require emotional intelligence in this relationship because at this stage they can discover that mentees may outclass them in some areas. The mentor needs to celebrate and appreciate the achievement that they both worked for. At this stage, mentors see the outcomes of their support.

2.14.3 Confirming mentoring

The DBE (2008: 29) explains that in this model, as the mentee becomes more independent, the mentor begins to disengage and play a lesser role. At this stage the mentor needs to see whether or not the mentee can do without constant support. The role of the mentor is to help the mentee become as independent as possible.

The above stages mark the route that is travelled by the mentee to independence after receiving support from the mentor. As the mentee goes through the stages, the mentor may be able to identify the mentee's needs and offer support immediately.

2.15 MODEL OF TEACHER DEVELOPMENT IN SOUTH AFRICA

According to the DBE (2011: 76), taking into account the problems, recommendations and lessons outlined in the *Integrated Strategic Planning Framework for Teacher Development in South Africa 2011-2025*, the model for teacher development is separated from appraisals for purposes of remuneration and salary progression, and, for purposes of development, it is intended to take the place of IQMS along with its performance standards and assessment instruments. It is proposed that the delinked IQMS itself could, after being streamlined and repackaged, continue to be used for

performance appraisal purposes, but this would be a bargaining matter to be dealt with separately at the ELRC.

According to the DBE (2011: 76), the model proposes that teacher development should be supported by teacher knowledge, practice standards, diagnostic self-assessments, the development of courses related to the needs identified from the diagnostic self-assessments, and a referral system to such courses. Teacher knowledge and practice standards in each subject would be developed to assist teachers to identify their specific development needs focused on their core functions such as classroom teaching of a specific subject or in a specific phase, and school leadership and management. These new standards would be complemented by diagnostic assessments and targeted programmes for continuing professional development. The focus would fall directly on what a teacher needs to know and be able to do in order to perform well in teaching the foundation phase curriculum, for example. The values and code of professional ethics that should guide the teacher's practice would also be included in the diagnostic self-assessments, which would be available both online and in the form of paper-based tests managed through district-level education resource centres.

In terms of the Teacher Development Summit Declaration, the model responds to the call for more professional and developmental processes in identifying teacher development needs and providing targeted support, and the need to streamline the IQMS (DoE, 2011: 76). IQMS speaks directly to the development of curriculum and professional competence that will enhance the quality of teaching and learning in schools. The model suggests a mechanism that would work to secure the trust and confidence of teachers, while developing a non-punitive environment for teacher learning, frank and open discussion of challenges, and accessibility to relevant mentoring, support and professional development that is targeted at teachers' needs.

2.16 CONTINUING PROFESSIONAL DEVELOPMENT

According to du Plessis, Conley and du Plessis (2012: 101), professional development is the process of improving staff skills and competencies needed to produce outstanding educational results for learners. The attainment of good learner results requires high-performing teachers who are committed in their professional development. The South African Council for Educators (SACE) was constituted in

terms of South African Council for Educators Act, 2000 for the purpose of creating a professional body for teachers. SACE is a professional council for teachers constituted to deal with all teachers' affairs. Its main aim is to enhance the status of the teaching profession through appropriate registration, management of professional development and inculcating a code of ethics in all teachers (SACE, 2012: n. p.). In 2007, SACE decided to establish Continuing Professional Training and Development (CPTD) to address professional development needs of teachers (SACE, 2008: 4). It manages and administers the CPTD system which consists of Professional Development (PD) activities, endorsed by SACE on the grounds of their fitness for purpose and quality, for which teachers earn Professional Development points (SACE, 2008: 5).

Professional development is a persistent and continuous process which should take place throughout teachers' careers to equip them with knowledge and skills required for executing the job effectively. SACE (2008: 4) states that the CPTD system has six main purposes, including to:

- improve schooling and the quality of learner achievements;
- coordinate professional development activities with a view to achieving sharper focus and effectiveness;
- revitalise the teaching profession and foster renewed commitment to the profession's seminal role in the development of the country;
- contribute to the responsible autonomy and confidence of the teaching profession;
- enable the profession to re-establish its professional standing and role in advancing the ideals of social justice; and
- acknowledge the effective participation of teachers in PD activities which are priorities for the education system and the teaching profession.

According to Anderson (2001) and Day and Sachs (2004), as cited in Lessing and de Witt (2007: 55), the purpose of CPTD programmes should be to both enable and support teachers, wherever they teach or whatever their professional background is, and to provide the best possible instruction so that they can become excellent by gaining competence, confidence, commitment and a sense of joy from teaching. The DBE (2008: 4) states that professional development activities are grouped into three kinds according to the main basis of their priority:

- Teacher priority activities are those chosen by teachers themselves for their development and the improvement of their own professional practice;
- School priority activities are undertaken by the school leadership and staff collectively, focussed on whole school development, the institutional conditions for the improvement of learning, and improved teaching; and
- Profession priority activities have directly to do with enhancing the professional status, practices and commitments of teachers in areas of greatest need, as defined by the Department of Education, SACE, national teachers' unions or other national professional bodies.

Conners (1991: 53) maintain that teacher professional development is a continuous and career-long process and should not be seen as an isolated event. Teacher development programmes should be systematically planned to take account of the different stages in a teacher's career. Newly-recruited teachers need orientation professional development and the newly-promoted teachers should also receive appropriate professional development. Needs analysis continuously determines from time to time which skills teachers are short of and how they should be supported. The question that seeks answers for this study is, to what extent are the schools continuously using needs analysis to influence selection of professional development for teachers.

2.17 PERSONAL DEVELOPMENT

Teachers have the responsibility to ensure that they play an active role in their personal development. Without the total commitment of an individual teacher, good teacher development programmes cannot succeed. They should ensure that they improve their skills, knowledge and attitudes in their teaching profession. Teachers should teach themselves to be effective and efficient in all that they do. According to experts in education, teachers must be actively committed to a process of self-actualisation that promotes their own well-being if they are to teach in a manner that empowers learners (Fox, 2011: 39). Chen (2011: 30) states that an individual teacher needs to apply self-regulatory skills which involve the following six steps: (1) setting a goal, (2) reflecting on the task and one's personal resources, (3) developing a plan, (4) selecting potential strategies, (5) implementing strategies, and (6) monitoring and formatively evaluating progress.

2.17.1 Setting Goals

Bussin (2013: 33) indicates that regardless of their actual merit, goals are galvanising in that they provide focus in an otherwise chaotic world of competing agendas and multiple stimuli. Every teacher should set goals, which should be specific and realistic. These goals should include the teachers' professional development and what they want to achieve in their learners. The teacher's goals should be aligned with the school's goals and mission (Cekada, 2011: 33). Educational professional development goals should be arranged into short-term, mid-term, and long-term if needed. Working without setting goals is pointless because it is not easy to know whether one is progressing or not. Bussin (2013: 40) points out that goals are drivers of performance in that they do the following:

- provide focus, clarity and direction;
- emphasise outputs or end state value rather than activities;
- empower and enable self-management; and
- create boundary-less organisations.

2.17.2 Reflecting on One's Personal Resources

Teachers need to reflect on how they perform their tasks with the aim of improving their current and future tasks. Critical reflective teaching is a continual process in which teachers face, observe and examine performance to better understand what works well and to correct flaws (Fox, 2011: 40). Teacher reflection enables individuals to understand how much they know and what they are capable of doing. Fox (2011: 40) states that reflection entails a greater awareness of self and of the nature and impact of your performance, thus leading to improved functioning. Reflection entails examination of uncomfortable feelings and rigid thoughts, and a willingness to consider alternative perspectives. According to Blanchard and Thacker (2013: 425), employees need to take initiative for their own development by:

- being highly motivated and work at being an effective performer;
- asking for feedback on how they are doing on the job;
- networking with others from different departments, letting them know their interests;

- taking on extra work, especially when it will provide a challenge and stretch their capabilities; and
- letting it be known that they are interested in developing themselves to the fullest.

Doing the above things should provide teachers with the developmental opportunities they will need in order to become the best they can be (Blanchard & Thacker, 2013: 425).

2.17.3 Developing a Plan

Planning a plan for self-improvement is the first stage before executing any job (SAMDI, 2007: 30). There should be long-term and short-term individual plans. Proper planning assists in the organisation of work. Teachers are required by the curriculum to draft work schedules, lesson plans and assessment plans. During the planning phase, teachers are able to think and select the appropriate skills, knowledge, attitudes, and values that they should transfer to learners. Fox (2011: 39) contends that being cognisant of attributes, limitations, and style heightens people's ability to draw selectively upon their own resources and fuels the learners' strengths. This will give them time to reflect on their previous performance with the aim of improving it. According to Milhem, Abushamsieh and Pérez Aróstegui, (2014: 15), workshop co-ordinators should include the following in a workshop:

- *Experiential learning*. This includes experience (activities and exercises), reflection on experience (personal and professional), conceptualisation (professional terminology) and planning (application of experience, reflection and conceptualisation).
- *Mastery of specific skills*. This includes skills of classroom management, skills of facilitating the implementation of classroom methods, how to observe groups, orientate them to group work, lead whole class sessions after group work, intervene to help group work, develop a group work activity/lesson, teach group work and progress skills and skills of analysing and evaluating implementation, and develop criteria for selecting a classroom.
- *Coordination* between the professional development setting and the classroom.
- *Collaboration* with other staff in planning and designing a programme's goals and methods. This includes the identification of the actual professional

development needs and development areas among the participants, exploration of the conceptions of learning among them, up-dating knowledge and skills of teachers in cooperative learning, development of strategies and techniques of reflection and self-analysis, and learning to use virtual learning tools for own professional development.

2.17.4 Selecting Strategies

It is important to select and explore effective strategies, like the ones that a teacher has never tried, those observed from others, strategies received through counselling from others or strategies that have been searched from books, internet and other resources (Chen, 2011: 31). This requires teachers to be creative, innovative and critical thinkers. Teachers need to understand that if one strategy does not work, they have to look for more strategies because there are multiple solutions to a problem. It is, therefore, crucial to understand the strategies that can assist in improving productivity. Bussin (2013: 60) provides the following five ways to improve productivity, including:

- effective and efficient resource usage;
- waste reduction;
- completing tasks correctly;
- time management; and
- continuous performance management

2.17.5 Implementing Relevant Strategies

According to SAMDI (2007: 30), implementation is the actual execution of strategies and plans, which include, among other things, the allocation of resources, timing and scheduling. Bussin (2013: 62) indicates that implementation stage is dominated by timing and scheduling. Teachers should commit themselves to executing their plans. It is not beneficial to do proper planning, and thereafter fail to stick to the plans without sound reason. Teachers should have alternative plans if the initial plans do not work out. In this sense, teachers should be flexible and try other approaches to accomplish what is needed.

2.17.6 Monitoring Progress

It is imperative for individuals to evaluate and monitor their strategies with the purpose of improving their progress. Bussin (2013: 113) maintains that consistent individual performance should be done throughout the entire process in order to identify barriers to achieving performance objectives. Teachers may use monitoring tools and also keep a diary to record even their thoughts and feelings every day. After attending professional development or being offered any kind of support, teachers can evaluate how much they have gained. In this way, they would identify what hinders their progress.

2.18 EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAMME

Evaluation is included in this study because it is central to assessing and judging the effectiveness of professional development professional development that teachers attend. It is fruitless to conduct professional development and not evaluate its impact on the trainees. Evaluation of professional development is beneficial to both the teacher and the school or the Department of Education, in the sense that there might be irregularities that occurred during professional development that can be picked up during evaluation and corrected in the next professional development session. Professional development and development programmes need to be evaluated to determine whether their objectives have been met. Rehmat, Aaltio, Agha and Khan (2015: 5) maintain that in the professional development lifecycle, the evaluation phase is usually the most overlooked part. They also contend that, often, the value of conducting professional development evaluations is negated by the necessity simply to gain participants' immediate post-professional development reactions, and the results of that are sometimes mistakenly viewed as an indicator of whether or not the professional development was successful overall. Sometimes the facilitator hands over evaluation form during the last minutes of the professional development and some trainees do not give themselves time to fill them in efficiently.

Rae (2000: 193) asserts that the evaluation process includes determining how a participant reacted to the professional development programme, how much participants learned, and how well the participants apply what they have learnt to the work situation. This means that evaluation should capture all the aspects of the professional development process. The information gathered from the professional

development evaluation is then used to improve the next cycle of professional development. The whole professional development cycle, like, professional development needs assessment, formulation of professional development objectives, design, implementation and evaluation process should be a continual process for the organisation each time there is a need for professional development. This would ensure that relevant and effective professional development is conducted. The final outcome of the professional development and development programme is the improvement and growth of employee performance.

According to Conco (2004: 46), staff development programmes are evaluated by looking at the preparation for the programme, the planning and execution of activities and the impact of the programme on the school and individuals. Professional development programmes need to be viewed as any investment that is interrogated as to whether it makes good business sense (Klatt, 1999: 122). Rae (2000: 193) postulates that evaluation is conducted to ensure that:

- Professional development brings change to the individual employee and the organisation;
- The cost of professional development matches the value of the professional development;
- Valid responses to challenges arising from the professional development are possible;
- Concrete evidence of the effectiveness of the professional development programme is available for senior management;
- The planning and design of the professional development programme are assessed;
- The professional development programme achieves its objectives;
- Learners achieve their objectives; and
- Learners appreciate what they have learned and know how to apply their knowledge.

The above points emphasise the importance of conducting evaluation at the end of the professional development. Evaluation gives the organisers feedback on the achievement of objectives planned. It helps to find out the shortcomings and contributes to the improvement of next professional development.

There are different models of evaluation, but this study used Kirkpatrick's model. The following are some of the evaluation models that may be used to evaluate professional development or interventions in schools: Phillips' five-level Return on Investment (ROI), Kirkpatrick's Plus framework (Organisational Elements Model (OEM)) and Warr, Bird and Rackham's CIRO Model. According to Meyer (2007: 465), many South African organisations are applying the Kirkpatrick's evaluation model to some extent.

2.18.1 Kirkpatrick's Evaluation Model

Kirkpatrick's evaluation model was developed by Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin, and was first published in 1959, "based on the assumption that one professional development director cannot borrow professional development results from another; he or she can, however, borrow evaluation techniques" (Kirkpatrick, 1979: 78). He identifies four levels in the model at which evaluation must take place, level one – participant reaction; level two – learning; level three – behaviour, and level four – results. Watkins, Leigh, Foshay and Kaufman (1998: 90) note that "Kirkpatrick's framework for evaluation has been used as basic model for the identification and targeting of professional development-specific interventions in business, government, military, and industry alike". The four levels mentioned above represent a sequence of ways to evaluate programmes where one moves from one level to the next. The levels are defined below.

2.18.1.1 Reaction – Level 1

Evaluation on this level measures how trainees (the people being trained) felt and responded to the professional development they have attended (Lynch, Akridge, Schaffer & Gray, 2006: 55). The trainees as customers expect excellent service. Level one seeks to establish the trainees' opinions regarding professional development material, facilities, duration, facilitators' presentation skills and relevance of the programme. The trainees' input may assist the organisers to know how they may need to improve. Kirkpatrick (1979: 81) recommends that trainees' reactions should be measured using written comment sheets and that the form be so designed that the comments can be tabulated and quantified.

It is crucial that the DoE as well as schools take the evaluation process seriously after every professional development course conducted to get the perspectives of teachers.

That would encourage teachers' confidence and develop interest in professional development. This researcher observed that in some professional development courses attended, and organised by the DoE, the trainers distribute the professional development evaluation forms at the end of the professional development when teachers are not necessary about to leave, and they do not emphasise the importance of completing the evaluation forms seriously and candidly. It is important to create time for teachers to complete the evaluation form so that they get enough time to reflect on what went on in the professional development session.

2.18.1.2 Learning – Level 2

Evaluation on this level measures how the trainees learned facts, approaches and principles included in the professional development (Lynch, *et al.*, 2006: 55). The methods that can be used to measure learning that has taken place can be activities such as “demonstrations, individual performances of the skill being taught, and discussions following a role playing situation” (Kirkpatrick, 1979: 82). Where possible, learning can also be assessed by giving trainees a short test, assignments and projects.

2.18.1.3 Behaviour – Level 3

Behaviour can be defined as “the extent to which a change in behaviour has occurred because the participant attended the professional development programme” (Lynch, *et al.*, 2006: 55). According to Kirkpatrick (1979: 86), in order for change to occur, four conditions must be present, and the person must:

- have a desire to change;
- know what to do and how to do it;
- work in the climate; and
- be rewarded for changing.

Trainees must have the desire to learn. Without the trainees' willingness to learn, there is little chance that the programme will accomplish changes on levels three and four. The professional development organisers have to create a climate conducive to learning, like, appropriate learning space and provision of relevant professional

development material. Kirkpatrick (1979: 82) contends: “The post-professional development appraisal can be made three months or more after professional development so that the trainees have the opportunity to put into practice what they have learned”.

2.18.1.4 Results – Level 4

The results level includes what was achieved and what was improved as a result of the professional development (Lynch, *et al.*, 2006: 55). Parry (1996: 74) asserts that: “The final results can include increased production, improved quality, higher profits, increased sales, decreased costs, reduced frequency and/or severity of accidents, reduced turnover, and return on investment”. These, according to Kirkpatrick (1979: 89), are the reasons for having professional development programmes and the final objectives of the professional development programme must be stated in these quantifiable terms. One question that still seeks answers within the South African education system is: after conducting professional development professional development, how change in performance is monitored? Answers to this question will help improve the teachers’ performances as well as learners results.

The results of professional development can be observed in the improvement of learners’ performance, end-of-year results, feedback from parents, and feedback from colleagues and supervisors. This shows how important evaluation is. Without it, the school management team would not know whether the teacher has achieved what the professional development was for. After evaluation, it is easy to know what should be done next, especially with regard to improving the next professional development. The disadvantage of not asking the participants to evaluate professional development might lead to organisers or facilitators repeating the same mistakes as the previous workshop.

According to Meyer (2007: 466), Kirkpatrick’s model has been criticised in that it limits our thinking regarding evaluation, and possibly hinders our ability to conduct meaningful evaluations because the simplicity and common sense of the model imply that conducting an evaluation is a standardised, pre-planned process. I believe Kirkpatrick’s four levels of evaluation provides schools and any other organisation with

a simple guideline to understand the impact of professional development to the participants. However, I think to evaluate professional development looking at those four levels only, narrows the way of evaluating professional development. In his defence, Kirkpatrick (1979: 92) encouraged trainers to freely exchange information and borrow evaluation forms, procedures, techniques and methods from other people.

2.18.2 Phillips' Five-Level Return on Investment (ROI) model

The ROI (Return on Investment) model of evaluation was developed by Phillips in 1997. This model is a five-step process used to evaluate how effective professional development programmes are as well as how they would impact the organisation overall (LaFontaine, n. d.: 2). Meyer (2007: 469) identifies the following five steps of the model:

- Reaction and planned action: Assesses participant's reaction to the programme and outlines specific plans for implementation;
- Learning: Assesses skills, knowledge or attitude changes;
- Job applications: Assesses change in behaviour on the job and specific applications of the professional development;
- Business results: Assesses the business impact of the programme – actual results; and
- Return on investment: This step measures the monetary value of the results and costs for the programme, usually expressed as a percentage (Kaila, 2006: 331).

Phillips placed particular importance on the upfront planning required to utilise any monetary measurement and the significance of focusing on the primary goals of any Return on Investment (ROI), in order to convince the Human Resource staff that the process works and to show senior management that professional development can make a difference (Kaila, 2006: 331).

The first four levels are the same as Kirkpatrick's model, while the fifth one was added by Phillips. This shows that Phillips' ROI evaluation model was largely influenced by Kirkpatrick. Meyer (2007: 469) observes that there is much debate in academic and business circles about which model to use. It is clear that no one method is able to provide the results required on all occasions. The key to effective evaluation is to

choose the right method to ensure that the organisation's goals and objectives are met.

2.18.3 Kirkpatrick's Plus Framework (Organisational Elements Model OEM)

The Kirkpatrick's Plus framework was introduced by Kaufman and Keller in 1994 to include the societal value-added as well as a focus on continuous improvement rather than summative evaluation (Watkins, *et al.*, 1998: 90). The Kirkpatrick Plus framework addresses the concerns of communities and organisations, while additionally offering evaluators the opportunity to align the processes with all that an organisation uses, does, produces, and delivers, as well as the value it adds to society and external clients. The model can be an essential tool for schools including other professional development departments to align their evaluation initiative with their strategic planning, need assessment, intervention development, and conventional evaluation processes.

According to Watkins, *et al.* (1998: 90), differentiating the Kirkpatrick's Plus framework from original Kirkpatrick model, as well as Phillips (1997) adaptation of the model, is the expansion of the framework to include explicit examination of organisational and societal results.

2.18.4 The CIRO model

The CIRO model developed by Warr, Bird and Rackham in 1970, proposed four categories of evaluation, namely Context, Input, Reaction and Outcome (Phillips, 1997: 40).

- *Context evaluation* – It involves obtaining and using information about the current situation (or context) to determine whether professional development is a necessity.
- *Input evaluation* – This involves the collection of information about resources available for the professional development needed and choosing between the alternatives to ensure the maximum chance of achieving the objectives identified in the previous process.
- *Reaction evaluation* – Similar to Kirkpatrick's first level, this step involves collecting and using information about participants' reaction to the learning event to improve the HRD process.

- *Outcome evaluation* – This process involves obtaining and using information about the results of the Human Resource Development programme at the three levels of objectives identified in the first step: immediate, intermediate and ultimate.

2.19 WORKPLACE SKILLS PLAN

Erasmus, *et al.* (2013: 175) define a Workplace Skills Plan (WSP) as a plan approved by a Sectoral Education and Training Authority (SETA) which outlines the professional development and development requirements for an organisation for a year. A Workplace Skills Plan is an important document of an organisation where all the employees' professional development needs are recorded. The Skills Development Act (South Africa, Office of the President, 1998) specifies that all government institutions should compile their own workplace skills plans. According to Erasmus, *et al.* (2013: 175), the results of the professional development needs analysis are used as inputs for the compilation of the Workplace Skills Plan. There are factors that should be considered when compiling the WSP, such as the government's national human resource strategy, and the requirements of the relevant sector plans that are promulgated by the relevant SETA.

Erasmus, *et al.* (2013: 175) propose that the following information should be contained in the Workplace Skills Plan:

- the number of persons to be trained by occupational group and race;
- the organisation's strategic priorities for the skills development;
- qualitative information that is relevant to skills planning (referring to the recruitment and filing procedure);
- the professional development and education needed to ensure the development of the business and employees, including proposed professional development interventions, estimated costs, specific job types and whether the interventions are to be conducted by external or internal professional development providers of the organisation themselves; and
- issues relating to employment equity in the organisation.

The schools are required to compile the School Improvement Plans that are submitted to the Circuit; the Circuit compiles School Improvement Plans (SIPs) into the Circuit Improvement Plan that is submitted to the District; the district compiles the District

Improvement Plan, submitted to the Provincial level where they develop the workplace skills plan (KZN DoE, 2007a: 4). This is illustrated in Figure 2.2 as follows:

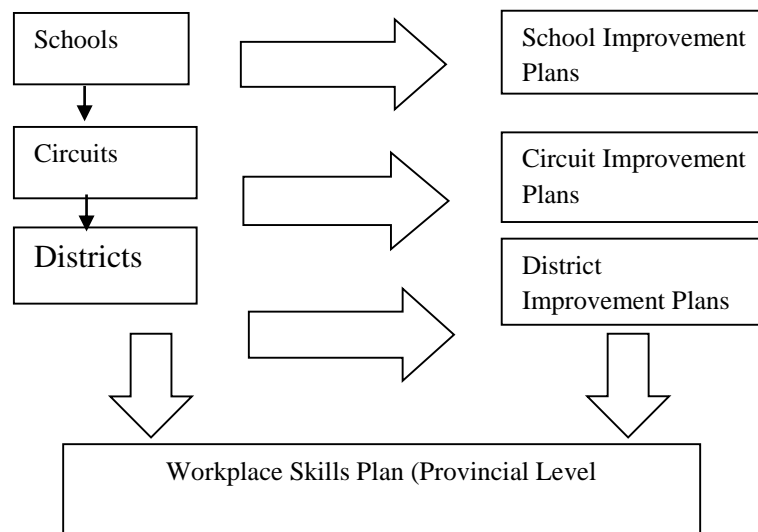


Figure: 2.2: Development of the workplace skills plan in the Department of Education.

The needs of all the employees serving under the Department of Education in the province should be featured in the workplace skills plan. Teachers should receive professional development on all the needs recorded in the workplace skills plan. The researcher is concerned with the accuracy of the process, as it is hard to believe that all the needs of every employee could be recorded in the Department's workplace skills plan. A workplace skills plan consists of the professional development needs of all Department of Education employees. I observed that in the Department of Education the Workplace Skills Plan is done centrally at the provincial level unlike companies from private sector that do their workplace skills plan for individually. The question is: Does the Department of Education able to capture and address the needs of each and every teacher in the province?

2.20 CHAPTER SUMMARY

Chapter 2 discussed that teachers' professional development needs and development, revealing that they are crucial for the learners' achievement of good academic results in South Africa. Successful professional development begins with a needs assessment to determine which employees have to be trained and what they need to be trained on. The importance of individual needs analysis and models of teacher development have been discussed. Professional development is seen by

many role players as badly coordinated, poorly monitored, confusing and burdensome. IQMS is the only formal way of identifying teachers' individual professional development needs. Teachers have to fill in their Personal Growth Plan (PGPs). The question is what happens after that. Are the needs of each and every teacher recorded in their PGPs prioritised? The teacher, as an individual and also as part of a professional school-based learning community, must be placed firmly – both conceptually and in fact – at the centre of teacher development activities.

CHAPTER 3

PERFORMANCE IMPROVEMENT AND INDIVIDUAL PROFESSIONAL DEVELOPMENT NEEDS ANALYSIS DISCOURSE AND THEORY

3.1 INTRODUCTION

Teachers' performances can improve if they totally commit to, and engage in all efforts geared towards improving their profession. Literature indicates that teacher development is taken as a priority in most countries as it is believed that professional development of teachers boosts learner achievement particularly when teachers engage in long-term learning opportunities that address the content and pedagogy relevant to the curriculum taught in their classes (DBE, 2010: 18). According to Kitchel, Cannon and Duncan (2010: 138), the Idaho National Education Association President, Mr Dennis Van Roekel in the United States of America stated that "the key to turning out great students is great teachers". Teachers are very influential in the learners' lives, and therefore, well-skilled and motivated teachers can transmit that to their learners.

Another national leader who alluded to the importance of teacher development is the US Secretary of Education, Mr Arne Duncan, who discussed the need for school improvement and identified many critical concepts, including the importance of "excellence in teaching and good professional development" (Kitchel, *et al.*, 2010: 138). By implication, to achieve excellence in their work, teachers should be encouraged to pursue a continuously high level of performance.

The main purpose of teacher professional development is to bridge the gap between the teacher's current skills and the expected performance required by the job. It should embrace all the aspects that are required to develop the learner in totality. Shulman (1986, 1987, as cited in Tang & Choi, 2009: 2) identifies various domains of knowledge that a teacher should possess, namely "content knowledge; pedagogical knowledge; knowledge of learners and their characteristics; knowledge of educational contexts; and knowledge of educational ends, purposes and values and their philosophical and historical grounds". This means that teachers should exhibit deep and continuously updated knowledge about the profession. Individual professional development needs analysis assists in revealing which domain of knowledge the teacher lacks.

This chapter explores the discourse and theories that address teacher development and professional development needs analysis. Akiba and LeTendre (2009: 176) state that across the globe, the topic of teacher quality has moved quickly from being understood somewhat by only a small number of people with a specialised knowledge to becoming a central educational concern for politicians, system-level authorities, teachers' unions, and practitioners. Teacher qualifications, working conditions, and professional learning opportunities are important factors that contribute to quality teaching. This is also applicable in South Africa as the decisions about teacher development and teachers' working conditions are communicated with teacher unions and other stakeholders from time to time. Usually, they sign the memorandum of understanding to endorse that they are part of that particular resolution or policy.

Because of the growing demand for quality teaching, a need has arisen as to how to evaluate teaching, and how to address poor performance. This brings with it a need to have a basis from which to work and to identify and implement suitable interventions that will have a positive impact on teaching. The basis, as we have seen in the discussion thus far, must be a professional development needs analysis to determine where teachers stand and what they need to do to improve where they might be lacking. This, in turn, gives rise to the consideration of an appropriate and effective professional development model that will deliver the desired results.

3.2 MODELS FOR PROFESSIONAL DEVELOPMENT NEEDS AND ASSESSMENTS

A professional development model works as a guide to ensure that efficient professional development is conducted. Professional development needs programmes must be well planned so as to achieve good results. Selection of an appropriate model will assist in guiding all the activities. Dahiya and Jha (2011: 264) contend: "needs analysis models vary in their focus on the results to be achieved and/or the process assumed to achieve results." Cekada (2010: 30) proposes that the following questions could be asked to determine what type of a model could be used when selecting professional development needs analysis technique:

- What is the nature of the problem being addressed by instruction?

- How have professional development needs been identified in the past and with what results?
- Who will conduct needs analysis?
- What is the time frame for completing the assessment exercise?
- What will be the measure of a successful professional development needs analysis report?

These questions assist in making informed decisions relating to the model suitable for needs analysis. According to Erasmus, *et al.* (2013: 160), the advantages of using models are that they provide direction and focus in the process, prevent the analyst from becoming side-tracked, and provide a framework within which to work and for reporting results to management. The chances of failing to meet the school's objectives can be limited if a good model has been used. The following are three models discussed in this study, namely, the systematic professional development model, open system model and the Borich professional development model.

3.2.1 Systematic Professional Development Model

According to Sarwar, Azhar and Akhtar (2011: 4), the systematic professional development model was originated by Sloman in 1990. Sloman (1999: 45) defines a systematic model as professional development undertaken as a result of applying a logical series of steps. The systematic professional development model is a four stage professional development model and consists of four steps, namely:

- Identification of professional development needs.
- Development of professional development objectives and plans.
- Implementation of planned professional development.
- Evaluation of professional development.

Gold, Holden, Iles and Stewart (2010: 107) opine that although the systematic professional development model is often criticised for its inflexibility, simplicity and lack of contextual issues, it is systematic and provides a practical tool to analyse and manage these processes within organisations today. They further maintain that its simplicity can be seen as its strength, and it can be applied widely and usefully across

a range of organisations, with consideration of organisational context being built in at each stage.

The systematic professional development model is simple and easily understandable. The first stage of systematic professional development model involves the identification of professional development needs. This is the crucial step which identifies the problem areas which need to be addressed by professional development or other kind of intervention. The second stage in the model is planning and designing of professional development (Sarwar, *et al.*, 2011: 4). The important factors that need to be considered at this stage are setting professional development objectives, the question of who will facilitate the professional development and the involvement of trainees. The third stage is the implementation of the decisions taken in the first and the second stages through active professional development sessions given and the outcomes of professional development. Professional development can be successful if it caters for the learning style of all the trainees, as people do not learn the same way. The final stage of the model is assessment and evaluation of professional development given, and the outcomes of professional development and these four stages of the systematic professional development model (*ibid.*).

The systematic professional development model represents a systematic successive cycle of well-designed professional development tasks. According to Reid, *et al.* (in Gold, *et al.*, 2010: 10), the model matches conventional wisdom of the need for rationality and efficiency with an emphasis on cost-effectiveness. The model includes tools like professional development needs analysis, objectives of professional development, learning strategies and professional development patterns, materials used for professional development, guidelines used by trainers and professional development evaluation instruments. Sloman (1999, as cited in Sarwar, *et al.*, 2011: 4) submits that the model is very useful as it assists trainers to act in a structured way and mainly emphasise on the evaluation of professional development activity and the benefits that it can bring to the other parts of the professional development cycle.

3.2.2 Open System Model

McClelland (as cited in Cekada, 2011: 32) presents an open-systems model for conducting professional development needs assessment. It involves an 11-step approach to conducting a professional development needs assessment; that include:

- Defining assessment goals;
- Determining assessment group;
- Determining availability of qualified resources to conduct and oversee the project;
- Gaining senior management support for and commitment to the process;
- Reviewing and select assessment methods and instruments;
- Determining critical time frames;
- Scheduling and implement;
- Gathering feedback;
- Analysing feedback;
- Drawing conclusions; and
- Presenting findings and recommendations.

The model is descriptive, understandable and easy to follow. It is well analysed and easy to follow the steps without requiring further explanation. It is crucial to always establish the purposes of any action to be taken. This enables the participants to focus on the same goals and to be motivated in what they do. Cekada (2011: 32) states that this model answers questions regarding identifying individual needs, organisational development needs, financial planning, staffing concerns and performance improvement needs. A wealth of knowledge can be gathered using tools such as observations, questionnaires, interviews, performance appraisals and document reviews. Methods like interviews and observation can be combined to reinforce the findings.

Cekada (2011: 32) further states that analysing data involves identifying any discrepancies or gaps between the skills and knowledge possessed by employees and those skills and knowledge required or desired for the job. The identified needs can be addressed by increasing employees' skill or knowledge. There are gaps

related to issues such as motivation, morale and resources that cannot be fixed with professional development. Although the model has many advantages, its weakness is that some crucial factors are left out, for instance, determining the cause of the deficiencies and monitoring change. It might be seen as burdensome in schools since it seems that a number of meetings should be conducted during the process.

3.2.4 The Borich Needs Assessment Model

The Borich Needs Assessment model (Borich, 1980: 1) describes a professional development need as a discrepancy analysis; educational programmes could be evaluated and professional development needs prioritised from a list of valid program competencies.

According to Cannon, Kitchel and Duncan (2013: 2), the implementation of the model requires subjects of the educational programme to review and rate the compiled competency statements in terms of relevance/ importance and level of attainment. The model works well for quantitative studies as it utilises survey methodology in which respondents provide data that could be weighted and ranked in order of priority (Peake, Duncan & Ricketts, 2007: 52). The model allows researchers to collect and analyse data representing teachers' perceived level of importance and perceived level of competence of professional competencies that have been identified through research (Cannon, Kitchel & Duncan, 2013: 2).

Borich (1980: 40) proposes the following three perspectives of competency constructs:

- *Knowledge competence* – refers to the ability to accurately recall, paraphrase, or summarize the procedural mechanics of the behaviour on a paper and pencil test.
- *Performance competence* – refers to the ability to accurately execute the behaviour in a real or simulated environment in the presence of an observer.
- *Consequence competence* – refers to the ability to elicit learning from pupils by using the behaviour in the classroom and permits a more refined evaluation of the professional development programme.

The gap that I observe from the above competency constructs is that Borich omitted the competency constructs which are socially and emotionally related. A teacher who lacks social skills, for example, co-operating well in a team, communicating well with other people and respecting everyone may be problematic in the smooth functioning of a school. It is crucial for a teacher to have emotional intelligence, which refers to the ability to take informed decisions and be able to control his/her emotions. It is therefore important that the lack of these competency constructs (social and emotional) be identified and relevant support is provided.

3.3 INDIVIDUAL PROFESSIONAL DEVELOPMENT NEEDS ANALYSIS AND DEVELOPMENT

Individual professional development needs assessment is the first step to be taken before any form of professional development is conducted. Kitchel, *et al.* (2010: 140) explain that professional development needs assessment does not merely mean selecting the knowledge, skills or abilities, which are critical to the job performance, but it also means determining what capabilities of the current job do teachers have. A professional development programme would fail to address teachers' needs if it is blanket professional development that is conducted without first doing an individual needs analysis simply because teachers do not have the same needs. Blanchard and Thacker (2013: 79) contend that professional development needs analysis helps to determine whether professional development can correct the performance problem. According to Blanchard and Thacker (2013: 79), professional development needs analysis will provide a benchmark of the performance levels and knowledge, skills and attitudes trainees possess prior to professional development. Emphasising the importance of professional development, Arikewuyo (2009: 100) contends that "it may not be enough to just recruit qualified personnel into any system, it is also necessary to ensure that staff so recruited is given the necessary professional development."

The type of professional development varies according to the job specification of the worker. There should be orientation workshops for new teachers entering the system of education from the universities and a separate orientation workshop for teachers who have been promoted to higher positions. Arikewuyo (2009: 100) asserts: "Observations have shown that many countries, including Nigeria, promote people, to

principalship on the strength of their subject expertise and little or no administrative skills and few were exposed to modern management or leadership skills.” The same thing applies in South Africa in the sense that teachers are promoted to senior positions without experience in management or leadership, or having studied a course in school management. Bush (2005) and Menter (2005) as cited in Van der Westhuizen and Van Vuuren, (2007: 432) posit that in western countries such as England, with its National Professional Qualification for Headship, and Scotland with its Scottish Qualification for Headship, the focus is on the qualification, professional development and certification of school principals. The question is whether they receive adequate professional development to enable them to manage schools properly or not.

Miller and Osinski (2002: n. p.) explain that the professional development manager must analyse information about the goals of an organisation, the job that needs to be learned, the skills that are needed to perform the job and the individuals who are to be trained. The supervisors should ensure that they provide the correct professional development to the right teachers. This would save time and expenses because individuals would reflect on their performance and seek assistance without waiting for the school management team to go through a needs analysis process.

Individual professional development needs information can be collected from different sources (Miller & Osinski, 2002: n. p.), which include the ones mentioned below.

- *Performance evaluation* – Identifies weaknesses and areas of improvement, for example IQMS;
- *Performance problems* – Productivity, absenteeism or tardiness, accidents, grievances, waste, product quality, down time, repairs, equipment utilization, customer complaints;
- *Observation* – Observe both behaviour and the results of the behaviour;
- *Work samples* – Observe products generated;
- *Interviews* – Talk to manager, supervisor and employee; Ask an employee about what he believes he needs to learn;
- *Questionnaires* – A written form of the interview must measure job-related qualities such as job knowledge and skills;
- *Attitude surveys* – Measure morale, motivation and satisfaction; and

- *Checklists or professional development progress charts* – Up-to-date listing of current skills.

The above points sum up most of the areas where a teacher's performance gap could be found. The IQMS, which is the only source of individual needs analysis in schools, does not include all the above factors. For instance, currently, teacher productivity and absenteeism are not addressed in the IQMS, yet they are some of the factors that have a major impact on the current education situation. According to Miller and Osinski (2002: n. p.), when there is a gap between the current and expected skills of a given workforce, it paves the way for erosion of the organisational effectiveness and efficiency. In a situation like this, it is up to the employer to look for the professional development needs, and provide sufficient professional development that would equip the employee with skills that would meet the institutional objectives. Once teachers are given an opportunity to acquire the new skills needed to teach effectively, their morale and motivation would increase. For this study, the question is: Do current needs analysis strategies enable teachers to identify professional development needs covered in all the above points?

3.4 METHODS FOR DETERMINING SPECIFIC PROFESSIONAL DEVELOPMENT NEEDS

There are different methods that can be used to gather data about teachers' performances. According to Hasan (2007: n. p.), each method works well in given circumstances, therefore, they should be individually evaluated. Hasan (2007: n. p.) further argues that none of these methods for determining professional development needs can stand alone and this means that in order to get reliable and valid results, the use of different methods is recommended. It is important to select methods accurately in order to get good results. In this study the following methods for determining specific professional development needs will be discussed in detail, namely, observation, interviews and questionnaires.

3.4.1 Observation

Teachers can be observed performing their routine duties. Hasan (2007: n. p) concurs that the employee's performance is evaluated through first-hand observation and

analysis. This means that observers should watch, listen to and evaluate what they see and hear, but should not get involved in the work process of the teacher being observed. According to Hasan (2007: n. p.), to make this activity more productive, a checklist should be used to remind the appraiser of what to look for and take notes. The objective during observations is to visually identify both the strengths and areas of weaknesses. A key advantage of using observation in the needs analysis is that the user gains first-hand knowledge and understanding of the job being performed. According to Meyer (2007: 170), advantages of observation include that it provides real life, objective evaluation of job performance, and that the employee is not removed from the job.

The disadvantage of observation is that workers, knowing that they are being watched, may modify their behaviour and try to perform well (Meyer, 2007: 170). This researcher, is always involved in the Development Support Groups (DSG), and has observed that as the visiting dates are announced beforehand, the teacher is able to rehearse all activities for the observation which end up not portraying the true situation. If, for instance, teachers do not normally integrate assessment with teaching and learning, although they know that it is required by the curriculum, they would do this on the day of the observation. This poses a limitation in IQMS as it is required that the teacher should be informed about the observation dates. The researcher has no knowledge of how the information obtained from unannounced classroom visits, should be processed and used to improve the teachers' performances.

3.4.2 Interviews

According to Hasan (2007: n. p.), the use of interviews in conducting the needs analysis is strongly recommended. Interviews allow the interviewer to meet the interviewee face-to-face to discuss their impressions of performance. Interviews enable the interviewers as they are in conversation with the interviewees to explore their responses in depth. The interviewer can ask follow-up questions. Both the interviewer and interviewee can ask for clarification of comments and for examples of what they mean. In this way, one can obtain full understanding of an interviewees performance gaps.

The interviewer can ease the tension that might exist between them by emphasizing the good intentions and benefits of the interview process. The interviewee can express herself freely unlike during observation. Hasan (2007: n. p.) indicates that through interviewing, the interviewer is able to build credibility with the interviewee by asking intelligent questions. The way in which the interviewer asks questions can set the interviewee at ease. To gain an insight or perspective from the interviewee, it is important for needs analysis official to use the language that is well understood by both of them. According to Meyer (2007: 170), the advantages of an interview are that the interviewer can probe and rephrase questions to clarify the meaning, which is especially important in South Africa because of the country's diverse population. Erasmus, *et al.* (2013: 160) identify the following advantages of interviews:

- Interviews uncover details of professional development needs as well as causes and solutions of problems;
- They can explore unanticipated issues that arise;
- Interviews facilitate the revealing of feelings, causes and possible solutions of problems by in-depth questioning;
- Good interviewers can adjust their questions and the sequence of questions depending on the preferences of the respondent; and
- Non-verbal behaviour can provide additional clues.

Interviews have a variety of advantages. If they are used appropriately, they can assist in collecting important and broad information about a teacher's performance. Some needs can be addressed during needs assessment stage in interviews because the supervisor can clarify some areas that do not need to be addressed by professional development. Teachers might ask questions from the supervisor during interviews and get answers and can correct their behaviour immediately.

The interview method is used in schools during Integrated Quality Management System (IQMS) when the Development Support Group (DSG) meets with the appraisee and asks questions about what they observed in class. The interview is based on the Integrated Quality Management System (IQMS) performance standards. The researcher has observed that in most cases, the interview is limited only to what

is in the performance standards, omitting other areas that the DSG might feel are unimportant.

3.4.3 Questionnaires

According to Hasan (2007: n. p.), a questionnaire is a sort of an interview on paper. A questionnaire is created by writing down all the questions to be asked the participants. If correctly used, a questionnaire study will provide a variety of information about the needs, problems, potential problems, employee perceptions, attitudes and opinions (Erasmus, *et al.*, 2013: 160). Every employee is asked the same questions, and consequently, data is very easy to compile and analyse. Hasan (2007: n. p.) contends that questionnaires can be useful in obtaining a 'big picture' of what a large number of employees think while allowing everyone to feel that they have had an opportunity to participate in the needs analysis process. According to Erasmus, *et al.* (2013: 160), questionnaires can reach a large number of people in a short time; they are relatively inexpensive; they give opportunity of expression without fear or embarrassment; and they yield data that can easily be summarised and reported. Questionnaires can be used to assess teachers' skills if the school has a programme that needs to be implemented and after the implementation of the new programme.

3.5 TYPES OF PROFESSIONAL DEVELOPMENT NEED

Gold, *et al.* (2010: 108) identifies different types of professional development needs that can exist within an organisation. A broad distinction is made between knowledge, skills and attitudes. Guskey (2000: 16) equates professional development with those processes and activities designed to enhance professional knowledge, skills and attitudes of teachers so that they might, in turn, improve student learning.

3.5.1 Knowledge

According to Blanchard and Thacker (2013: 35), knowledge is an organised body of facts, principles, procedures, and information acquired over time. Teachers need to continuously acquire a sound knowledge of their professional field or areas of specialisation so that they can become experts. Knowledge can be updated through continuing professional development and lifelong learning. They need to know about

policies and procedures of the Department of Education and to familiarise themselves with all educational issues and challenges facing the education system.

Gold, *et al.* (2010: 110) state that knowledge is strongly connected to Bloom's cognitive domain, and has been elaborated further to include comprehension, application, analysis, synthesis and evaluation. More recently, the cognitive domain has been modified to indicate the importance of creating knowledge as a higher order form of knowing, and this clearly chimes with the growing interest in knowledge production and management (Gold, *et al.*, 2010: 110).

3.5.2 Skill

Gold, *et al.* (2010: 110) suggest that skill can mean competence to carry out tasks successfully and the idea of the hierarchical skills levels that are dependent on the complexities and discretions involved. There are different types of skills, with some that are generic and applicable in diverse work situations while some are specific and vocational and suitable for particular contexts. The job analysis should provide a list of all skills required to successfully perform the job (Blanchard & Thacker, 2013: 125). Teachers are expected to perform seven roles. One of them is that a teacher should be an assessor, which means that a job analysis should specify as to what skills are expected from a teacher as an assessor. A completed job analysis will identify a complete list of required knowledge, skills and attitudes for the job.

3.5.3 Attitudes

Gold, *et al.* (2010: 112) define an attitude as a particular mental state of a person, which can be positive or negative, affecting judgements, decision making and motivation. Teachers with a negative attitude do not cooperate or participate well in all school activities. In most cases they are against any progress, and influence other colleagues to buy into their stories. They tend to criticise the school management, the Department of Education, procedures and other colleagues who take initiatives. From my experience as a teacher and a principal, I came to realise that one person with a negative attitude can destabilize the whole school. Negative attitudes are caused by lack of self-esteem and nagging feelings, and these affect many organisations (Gold, *et al.*, 2010: 112). In staff meetings such teachers can criticise other people's ideas

without saying what they think should be done. There is a difference between a person who criticises constructively by providing ideas and a person with a negative attitude. There should be clear and direct ways of identifying and dealing with people with negative attitudes.

According to Gold, *et al.* (2010: 112), attitude will affect how work is carried out, and therefore, an organisation might seek to employ people who show the right attitudinal commitment, and this attention to attitudes is one of the distinguishing features of Human Resource Management. Teachers with negative attitudes need intervention especially if they show it in the way they behave and talk. This would negatively affect learners in a number of ways, for instance, they could be bitter or harsh to learners, which can threaten and depress them, and this can negatively affect the ethos of the school.

Emphasising the importance a positive attitude, Blanchard and Thacker (2013: 126) maintain that a person should be positive towards the team approach or towards working with others. The teacher who has a negative attitude needs support. Interventions like professional development, attending conferences, motivation by supervisors and Employment Assistance Programmes can be used to support teachers who seem to have a negative attitude towards their work.

3.6 ESSENTIAL ELEMENTS OF AN EFFECTIVE PROFESSIONAL DEVELOPMENT PROGRAMME

The ultimate purpose of going through the process of need analysis is to conduct professional development relevant to an employee's needs. Professional development is a learning experience and it benefits the participant and the organisation. Professional development may equip teachers with knowledge and skills by encouraging them to build and enhance their capabilities. According to Cekada (2010: 30), it is crucial that managers avoid making snap assumptions about performance problems, organising professional development without first establishing a need or taking a one-size-fits-all approach.

3.6.1 Selection of Objectives

After conducting needs assessment and professional development objectives have been clearly identified, the design phase of the professional development and development process is initiated (Blanchard & Thacker, 2013: 165). It is crucial that the professional development objectives be aligned with the school's strategic goals. There are some logistics that should be considered during planning, for instance, selecting the internal or external person to design the professional development, the programme content and the techniques to be used to facilitate learning. Without thorough preparations of the above factors, the professional development will not fully serve its purpose.

3.6.2 The Role of a Professional Development Official

Involvement of the relevant participant contributes to the success of professional development needs analysis programme. Cekada (2010: 30) contends that if the professional development needs are within one's span of control, probably at individual or maybe at activity level, one can plan action to meet the needs. Emphasising the importance of participation by the trainee, Beavers (2009: 27) notes that learning that takes place from personal inquiry is often the most effective and lasting one.

3.7 DEVELOPING AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

The final requirement of the needs assessment is to develop an individual professional development plan or process for the individual to obtain the needed professional development. The individual professional development plan is a process of identifying a set of specifications that will be used in the development phase for creating the professional development modules (Blanchard & Thacker, 2013: 163). Individual professional development plans are developed to provide a practical framework for providing and monitoring professional development. They are dynamic documents that will be changed and updated as necessary to meet changing needs. Therefore, a change process should be included in any individual's professional development plan.

Professional development plans create guidelines that need to be followed when creating the content, delivery process and materials to be used for professional development (Blanchard & Thacker, 2013: 163). Professional development plans further assist in the identification of existing development programmes while informing service providers of those programmes that have to be improved or replaced. It encourages education policy-makers and professional development providers at all levels to reflect on, and, where necessary, revise practices and programmes for the benefit of all role-players and the system itself. Thus, such endeavours must be sensitive to context and to the varied nature of the teaching force (as regards the school and community conditions, in which they work, qualifications and development opportunities, possible career paths, curriculum competence). According to Blanchard and Thacker (2013: 163), in the simplest form, the professional development plan answers the following questions:

- Why is professional development needed?
- Who will be trained?
- What are professional development objectives, and what methods will be used?
- When and where will professional development take place?
- What are the overarching guidelines that need to be followed to facilitate the learning of the material and its transfer to the job?

3.8 FACTORS THAT CAN HINDER EFFECTIVE PROFESSIONAL DEVELOPMENT

According to Erasmus, *et al.* (2013: 203), effective professional development requires good planning, that is, not only planning of total professional development programme, but also of each specific intervention to be made during professional development. Professional development programmes need to be well planned in order to fulfil its purpose. The main purpose of professional development programme should be to transmit relevant knowledge and bring change in behaviour, attitudes and skills to the teachers. It could be a great loss to spend time conducting needs assessment and then fail to provide effective programme. The whole process should be treated with special attention.

Meyer (2007: 343) maintains that certain aspects should be taken into account when implementing professional development programme, which could have a negative impact on the programme's effectiveness and overall management and employment equity goals. Meyer (2007: 343) identifies the following factors, namely lack of management commitment, improper needs identification, reactive approach, unbalanced content, facilitators' profile, participants' profile, and inadequate transfer of learning, lack of change management as having a negative impact on professional development effectiveness.

3.8.1 Lack of Management Commitment

The school management team has a major responsibility for educating and developing teachers under their supervision. Professional development cannot be a success if the school management team sees development as expensive and a waste of time. They should influence teachers to positively involve themselves in their development. Not having management support and reinforcement can completely negate the potentially positive effect of learning (Meyer, 2007: 107).

3.8.2 Improper Needs Identification

According to the SAMDI (2007: 7), accurate needs assessment can help develop a programme based on the real needs of the people that it is serving. Implementing generic professional development without ascertaining whether everyone's needs have been identified and addressed accordingly can be demotivating to teachers. Teachers should be developed according to their needs in order to benefit from development. Sometimes different types of programmes come and go, with no continuity, and there is a lack of follow-through which means that the application of knowledge gained is not taken seriously (Meyer, 2007: 107). After employees have undergone professional development, different strategies should be used to check whether they are able to implement what they have gained through development to improve their work.

3.8.3 Reactive Approach

Anticipating needs is better than waiting until they cause problems. Companies that integrate the development function with strategic objectives are more readily able to respond to the rapidly changing technology and business conditions that are an everyday part of corporate life (Blanchard & Thacker, 2013: 127). Using a combination of proactive and reactive strategies allows an organisation to be most effective. Planning properly for professional development may eliminate irregularities during the development process. Organising all the necessary aspects of programme development in good time assists in smooth functioning of the process.

3.8.4 Unbalanced Content

The content of professional development should be relevant and at the appropriate level of the employees. Harward and Taylor (2014: 53) are of the view that it is possible to manage a professional development experience well, deliver it in nice facilities, and have entertaining and engaging facilitators without good content. The facilitator should use different approaches to accommodate different learning styles of teachers. People perceive the same content differently, not because it is good or bad, but because some people perceive the content to be more relevant and others see it as less relevant. The facilitators have a challenge of selecting content that is relevant and acceptable to all teachers.

3.8.5 Facilitator's Profile

Facilitators play an important role in mediating learning. They should have a clear knowledge of the learning content in order to make learning interesting and arouse interest in participants. They should recognise that teachers have individual needs, different motivations for learning, and prior knowledge and experience that will impact on the type of learning they choose to engage in (Department of Education, State of Victoria, 2005: 8).

A facilitator lacking knowledge of the content of professional development may put the purpose of developing teachers for curriculum change implementation at risk. Most likely, their lessons would not achieve the intended goal. As a result, their

ineffectiveness may exacerbate the teachers' difficulties concerning inadequate knowledge of subject content matter and relevant pedagogical methods to deliver the new curriculum.

3.8.6 Participant Profile

The teachers should be actively involved in the professional development process. If teachers do not involve themselves fully in their professional development, any attempt in this regard is likely to fail. Teachers need to be continuous learners who see their own learning as being fundamental to membership of the profession rather than something that is incidental or optional (Department of Education, State of Victoria, 2005: 8).

3.8.7 Inadequate Transfer of Learning

The preparedness of the facilitator will ensure good transfer of learning. There are a number of things that can lead to inadequate transfer of learning, for instance, the use of a single method or learning style and transfer of distorted information. Professional development organisers should acknowledge and respect that teachers are adult learners who learn in different ways, come from different backgrounds, work in a variety of context-specific settings, and cater for the needs of diverse participants (Department of Education, State of Victoria, 2005: 8).

3.8.8 Lack of Change Management

Gill (2002: 307) asserts that "change requires good management, but above all it requires effective leadership." He adds that while change must be well managed, it must be planned, organised, directed, and controlled, and observes that it requires effective leadership to introduce change successfully. Change is sometimes uncomfortable; it needs leaders to work with employees and find out how they are coping, and give guidance where necessary. Progress occurs when employees work as a team, skilful leaders seize the opportunity to change things for the better (*ibid.*). The school management team has the responsibility to monitor the extent to which the teachers are implementing knowledge gained from professional development. Lack of implementing change would result in waste of time, financial losses and losing

interest in future professional development because they might be addressing the same issue. A record of progress is essential to monitor performance. Lack of appropriate resources can block change efforts, therefore, the school management team should see to it that at least basic resources are provided to the teachers for change to occur.

3.9 APPROACHES TO TEACHING AND LEARNING

The main purpose of conducting individual needs analysis is to specifically identify the areas of weaknesses and provide interventions so that teachers can learn. There are different strategies that can be used to transfer knowledge to teachers. DeSimone and Werner (2012: 87) note that many instructional methods and principles of learning have been developed for children, and that teaching adults requires a different set of techniques. Teachers, unlike young children, want to be actively involved in the learning process. They like to be engaged in discussions and share their experiences.

DeSimone and Werner (2012: 87) differentiate the pedagogical approach from the andragogical approach by noting that a pedagogical approach is more of a one-way, downward communication, whereas an andragogical approach uses more two-way communication. Teachers as adults are self-directed and have acquired a large amount of knowledge and experience that can be tapped as a resource for learning (DeSimone & Werner, 2012: 87). Previously, teaching approach was more of a one-way downward communication where the teacher was the only transmitter of knowledge. Currently there is a shift from that ideology, to teaching approaches that encourage discussions as highlighted in Table 3.1 below.

Table 3.1: Comparison between traditional teaching approach and alternative approach.

Traditional approach	Alternative approach
<ul style="list-style-type: none"> The aim is to have teachers who are competent in following rigid and prescribed classroom routines. 	<ul style="list-style-type: none"> The aim is to have teachers who are reflective practitioners, who can make informed professional choices.

<ul style="list-style-type: none"> • Teachers are “trained” to follow patterns. • Results in passive learning. • Cascade model operates as centralised workshops or programmes. • “Expert”-driven • Little inclusion of “teacher knowledge” and realities of classrooms. • Positivist base. 	<ul style="list-style-type: none"> • Teachers are prepared to be empowered professionals. • Results in active and participatory learning. • School-based model in which all teachers participate. • Teacher-facilitated (with support material). • Central important to “teacher knowledge” and realities of classrooms. • Constructivist base.
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Source: Leu (2004: 2)

The use of different teaching strategies is recommended since people have different learning styles. Meyer (2007: 231) identifies the learning principles that can be applied to professional development programmes as follows:

3.9.1 Meyer’s Learning Principles

3.9.1.1 Motivation

Blanchard and Thacker (2013: 79) posit that: “Most of the scientific literature defines motivation as the direction, persistence, and amount of effort expended by an individual to achieve a specific outcome.” If development programmes are imposed, teachers might resist attending them. The teachers may be self-motivated or motivated by external factors such as salary advances. In the context of professional development, what is good about motivation is that, it may influence the teacher’s enthusiasm for development, keep attention focused on the development activities, and reinforce what is learned (Meyer, 2007: 231).

If teachers are not motivated, little may be accomplished in a programme. Teachers should be excited about development programmes and not be forced to attend them if they don’t see the need. Demonstrating how professional development may improve

the teacher's competencies, and in turn, increase job security and fulfil existence needs will also motivate the teacher. The professional development professionals need to understand the factors affecting motivation to learn and how to address these in the design of professional development (Blanchard & Thacker, 2013: 79).

According to Erasmus, *et al.* (2013: 222), the degree of difficulty must be high enough to challenge participants, but not so high that they become frustrated by information overload. The learning content should be organised in an interesting way so as to arouse interest in trainees.

Motivation arises from alignment of organisational goals with individuals' needs, wants, values, interests and aspirations, and from the use of positive and appealing language. Motivation also arises from short-term wins (Gill, 2002: 315). Gaining short-term wins entails planning and creating visible improvements during the change process.

3.9.1.2 Reinforcement

According to Byars and Rue (2011: 162), the general idea behind reinforcement is that behaviour that appears to lead to a positive consequence tends to be repeated, while behaviour that appears to lead to negative consequence tends not to be repeated. It is important to praise or recognise teachers who have performed well in professional development and in their work. This will encourage them to continue to strive to achieve more and be confident in their work. Meyer (2007: 231) contends that behavioural psychologists have demonstrated that people learn best with fairly immediate reinforcement of appropriate behaviour. Positive reinforcement is used to teach new skills.

3.9.1.3 Assimilation

Time is required to assimilate what has been learned, to accept it, to internalise it, and to build confidence in it. According to Erasmus, *et al.* (2013: 209), assimilation refers to the process of converting input into a change in behaviour. Learning can be meaningless if the teachers are not ready to receive process and convert information into learning. They further emphasised that programmes should ensure that

assimilation actually takes place and that sufficient exercise sessions are planned to ensure a permanent change in behaviour. Teachers need to get enough time to practise and repeat what has been learned.

3.9.2 Self-Directed Learning

Self-directed learning is described as is the self-directive process by which learners transform their mental abilities into academic skills (Zimmerman, 2002: 65). Teachers need to be actively involved in their own professional development to become more effective in their work. They can cooperate well if they know the purpose of attending professional development. They need to monitor their performance in terms of goals and self-reflect on their increasing effectiveness. Trotter (2006 as cited in Beavers, 2009: 27) suggests that allowing teachers to determine what direction their professional development will take, greatly increases success in their journey to become lifelong learners. Tang and Choi (2009: 1) are of the view that self-directed professional development is characterised by the teacher's active agency in integrating different sources of knowledge and contextualising knowledge in practical situations.

Teachers should be encouraged to do research on issues in their areas of specialisation. This would enable them to broaden their knowledge and contribute to the improvement of education as well. Teachers should be encouraged to apply self-regulatory skills. Chen (2011: 29) defines self-regulation as one's capacity to modulate one's behaviour according to internal and external changing circumstances. This has to do with focussing on one's goals without being distracted by some encountered situations. Zimmerman, Bonner and Kovach (1996, as cited in Chen, 2011: 29) propose a self-regulatory learning cycle which involves four interrelated processes, namely self-observation, goal setting, strategy implementation and strategic outcome monitoring. The application of these four processes could contribute to the teacher's on-going self-development. Self-regulated teachers focus on how they activate, alter, and sustain specific learning practices in social as well as solitary contexts (Zimmerman, 2002: 70).

3.9.3 Transformative Learning

Professional development should aim at assisting the teachers to grow and be able to adapt their teaching to the learners' needs. It should enable teachers to improve their teaching and acquire new knowledge and skills. According to Cranton, Cranton and King (2003 as cited in Beavers, 2009: 28), teachers should be critically involved in reflecting on their practices, and by increasing a sense of understanding of self and others, they are able to engage in transformative learning that is critical to successful teaching.

Mezirow (1997: 10) views transformative learning as not exclusively concerned with significant personal transformations but rooted in the way human beings communicate, and as a common learning experience. Educational interventions are essential in ensuring that the learner acquires the understandings, skills and dispositions necessary for transformative learning. Teachers should be encouraged to continually experiment with new methods and ideas to create the best learning environment for their learners. Professional development must strive to help teachers learn to talk about their practices and experiences. Teachers must share their knowledge of experience with one another, to enable them to learn from one another.

3.9.4 Critical Thinking

Critical thinking is one of the crucial skills that teachers should develop in learners. It is important that teachers themselves should first be critical thinkers before they can encourage the learners to be critical thinkers. Teachers at all levels should be trained to transfer this skill to learners. Glaser (1942, as cited in Behar-Horenstein & Niu, 2011: 25) defines critical thinking as an attitude and logical application of skills in problem-solving contexts. Eyler and Giles (1999, as cited in Goldberg & Coufal, 2009: 39) view critical thinking as the ability to broaden and deepen one's thinking through systematic intellectual self-assessment, internal reflection and collaborative validation. It involves being able to:

- Recognise and define a problem;
- Evaluate all available evidence;
- Recognise stated and unstated assumptions; and
- Draw valid conclusions to determine an appropriate solution.

Teachers are faced with difficult situations in their jobs, which involve having to deal with learners who misbehave, abuse drugs, and some who are sexually abused. These are sensitive issues, and quality learning cannot take place if there are learners with those problems. Teachers should be able to think and take decisions that are based on evidence or sound reasoning rather than on “force, chance, or custom” and facilitated through discussions in communities of learning (Goldberg & Coufal, 2009: 39).

According to Behar-Horenstein and Niu (2011: 25), some experts argue that critical thinking instruction is only effective when it is integrated into teaching subject knowledge and skills. Ennis (1962, as cited in Behar-Horenstein and Niu, 2011: 25) maintains that others believe that critical thinking is a generalised subset of skills that should be taught separately. They also explain that teaching learners higher-order cognitive skills, including critical thinking, can help individuals improve their functioning in multiple circumstances. This can include solving issues about one’s personal life by taking informed decisions. Critical thinking is related to logic, which is about prioritising and doing things at the correct time. It is not being pressurised by certain influences but going through purposeful reflection and taking the right decisions (Tsui, 2002, as cited in Behar-Horenstein & Niu, 2011: 25).

According to Banning (2006, as cited in Behar-Horenstein & Niu, 2011: 25), critical thinking involves scrutinising, differentiating and appraising information as well as reflecting on the information that will be used to make judgements. This teaches a person not to rely on supposing and believing on hearsay, but to process information before taking a decision. Lipman (1988, as cited in Behar-Horenstein & Niu, 2011:25) describes critical thinking as a complex process that is self-correcting and based on standards of objectivity, utility, or consistency that require learners to reflect upon the certainty of their thinking. In other words, learners learn to defend their thinking with evidence.

Ennis (1962, as cited in Behar-Horenstein & Niu, 2011: 25) contends that critical thinkers demonstrate particular attributes that distinguish them from others who do not demonstrate critical thinking. For example, they tend to:

- Be capable of taking a position or changing a position as evidence dictates;
- Remain relevant and to the point;

- Seek information as well as precision in information;
- Be open-minded;
- Take into account the entire situation;
- Keep the original problem in mind;
- Search for reasons;
- Deal with the components of a complex problem in an orderly manner;
- Seek a clear statement of the problem;
- Look for options;
- Exhibit sensitivity to others' feelings and depth of knowledge; and
- Use credible sources.

It is evident from the above points that a person who is a critical thinker is not influenced by external factors to take decisions, but uses cognitive skills to come to a conclusion on a matter. Learning this skill can likely assist teachers to work well with other people.

3.10 ELIMINATING TEACHER PERFORMANCE GAPS

It is crucial to be proactive in all situations to avoid repairing or fixing damage. Damage control is time-consuming and costly rather than preventing damage before it happens. To avoid performance deficiencies, different initiatives and activities can be conducted to assist teachers in their jobs. Teachers are encouraged to be lifelong learners and should participate in professional development programmes. According to Waters (1998, as cited in Bezzina, 2006: 419), professional development deals with occupational role development, enhancing skills and knowledge, in order to enable the teacher to teach more effectively. Professional development may not only support teachers with subject knowledge but can also motivate them to love their areas of specialisation and be enthusiastic about acquiring more knowledge in their fields. The teacher may have confidence during lesson presentations to students and also in teacher collaborations.

Professional development has received wide recognition in many countries in the world but it is noted that few attempts have been done to ground it within a theoretical framework (Eun, 2008: 135). In other words, the mechanisms related to how teachers acquire knowledge and skills to effectively reach out to all learners are not generally explained with the support of a unified theory.

3.10.1 Professional Learning Community (PLC)

Teachers can organise themselves into learning communities and share ideas about their profession. They possess a variety of knowledge and experiences, and therefore, they can learn from one another. An individual can acquire different skills in each meeting as each teacher has something she can contribute in a team because people teach and learn from one another. Rotenberg (2005, as cited in Johnson, 2011: 17) states that good learning, like good work, is collaborative and social, not competitive and isolated. Servage (2008: 64) agrees that professional learning community brings teachers together on a regular basis to engage in collaborative planning, curriculum study, and learning assessment.

Teachers can discuss the ways of overcoming different challenges they encounter in their teaching. They work in teams sharing the same goals. Issues like negative attitudes and lack of self-motivation can be addressed when teachers work in learning communities. In this respect, the DBE (2011: 74) affirms that co-operative, collaborative, collective and self-directed teacher learning and development processes highlight the positive effects of teamwork and of sharing ideas and classroom materials. Servage (2008: 74) suggests that teachers need to use their collaborative time to engage one another in hopeful, critical, and creative dialogue.

There are models or structures that work like the PLC model in other countries. In South Africa, some teachers work in teams which are called wards or circuit clusters. In most cases, teachers teaching the same subjects meet during the weekend to discuss teaching and assessment of the subject. Although it is usually done by the Mathematics and Science teachers, it can be beneficial to all teachers if it is emphasised. Professional learning communities can assist in reducing variations in learning outcomes between classes. This is because teachers actively support one another to construct knowledge and develop pedagogies that have capacity to improve student learning (Department of Education, State of Victoria 2005: 9).

Servage (2008: 74) contends that administrators, teacher leaders and professional development specialists can enhance the sustainability and long-term effectiveness of a professional learning community by providing opportunities within its structure for

teachers to hold open-ended conversations orientated to communicative learning. The participants should be encouraged to build trust among each other, and critical reflection so as to assist one another with the problems they encounter in their respective schools. A teacher may be able to identify his/her individual needs after participating in group discussions and observing others demonstrating how they teach different lessons.

3.10.2 Visual Classroom Professional Development Model

In the Department of Education, UK, the professional development official for the department introduced videoconferencing to overcome the problem of ever-diminishing staff levels, development budget and resources they were experiencing (Ambrose, 1999: 140). This model meets a growing requirement for small, often specialised professional development groups that eliminate the need for staff to travel to wherever the trainer is located. Therefore, it saves time and money. Videoconferencing can be beneficial South Africa, since the country has many schools in deep rural areas that are not easily accessible. Teachers in those places experience difficulties in meeting with other teachers, and therefore, videoconferencing or an educational software package with different learning materials designed for different areas needed by teachers would make a significant difference.

Currently, teachers are hired fresh from universities and some are promoted to senior positions at any time of the year which makes it difficult for the schools and the Department of Education to arrange orientation workshops for all of them at different times. Teachers should not wait for the school management to do their professional development needs analysis but as soon as they realise their areas of weaknesses, they could use the prepared learning material. This would assist teachers to take control of their own development and improve their performance which will, in turn, boost the learners' performance.

3.10.3 Mobile Lecture Courses

According to Bayrakci (2009: 16), the Japanese have access to Mini Doken known as Mobile Research Courses. These mobile, practical and compact professional development courses generally support the needs of school and deal with issues

useful in daily practice. This researcher believes that mobile classrooms, in the form of a kombi, bus or truck equipped with videotaped lessons and practical activities could be used to give support to teachers who teach in deep rural areas. The mobile classrooms can be moved from one point to another to be accessed by one or a group of neighbouring schools. This could increase opportunities of professional development, save time in always travelling long distances and save travelling expenses.

3.10.4 Online Support

According to Bayrakci (2009:16), e-mail support is used in Japan to give support to teachers of all grades. Teachers who have access to the internet either from computers or cell phones can use this service to ask any question they have related to teaching. Retired teachers can be used to give support to serving teachers as they have teaching experience and expertise. "The adoption of e-Learning and the transformation of the teaching and learning process to a learner-centred model constitute fundamental changes in the education system, starting with specific goals, values, and beliefs about learning and elements that support the learning process, such as curriculum, instruction, assessment and policy" (Fullan, 1991, 1993 as cited in Menchaca, Bischoff & Dara-Abrams, 2003: n. p.). The advantage of these online services is that teachers are able to access them anytime and anywhere.

Teachers in deep rural areas are disadvantaged as they do not have access to and sometimes may not participate in some of teacher development programmes because of the remoteness of the areas where they are. Some areas are not accessible on rainy days and they fail to attend planned development programmes when it rains. According to William, Coles, Richardson, Wilson and Turson (2000: 178), in Scottish schools, an intranet-based online support service known as Macnet, was originated by one rural education authority and staffed on a voluntary basis by teachers who are enthusiastic and knowledgeable.

3.11 CHAPTER SUMMARY

In order to improve schools and provide quality teaching to learners, teachers need to develop themselves professionally in their knowledge, skills, values and attitudes.

Teacher development is effective when teachers fully engage themselves in learning and actively direct which learning opportunities they wish to engage in and when. It is evident that without conducting individual professional development needs analysis, it would not be clear where the teachers' deficiencies lie with the purpose of addressing them. If teachers are not appropriately trained, that could compromise the level of education of the country. There should be a variety of proactive strategies that should be available for teachers to use. This chapter explored different forms of teacher education in other countries. It has been established that most countries regard professional development of teachers as a priority because they believe that they are the catalysts in the provision of quality education. The next chapter presents the research design adopted in this study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

Chapter 3 presented an overview of how professional development needs analysis is done internationally with the purpose of developing teachers' skills. The literature review revealed that professional development of teachers is regarded as a priority by most countries in the world. This chapter discusses the research design that will be employed in this study. Describing the research design, Kerlinger (1986: 279) states that, "it is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems". The chapter also discusses the sampling procedure, data collection methods, data analysis, various measures that can increase the trustworthiness of the study, and addresses ethical matters.

4.2 RESEARCH PHILOSOPHY

According to Savin-Baden and Major (2013: 53), being aware of the philosophical views, articulating and owning them, can inform and improve researchers' choices and help them carry out better research. Everyone has his or her own philosophical ideas regarding different aspects of reality, phenomena, processes and human reality. Savin-Baden and Major (2013: 53) further note that "there are a number of concepts that the researchers consider when they identify a philosophical stance, such as views of reality, views of knowledge and views of the ways in which knowledge should be discovered; ultimately, a philosophical paradigm guides the researcher's philosophical position". The philosophical position of this study is underpinned by the perspective that rich information can be obtained from the participants in their natural setting.

4.3 RESEARCH PARADIGM

Glesne (2011: 6) classifies the higher-level theories and philosophies that guide the work of social scientists into four paradigmatic families: positivism, constructivism and critical theory and post-constructivism.

4.3.1 Interpretivism

The study investigated teachers' professional development needs analysis which involved descriptions of people's intentions, beliefs, values and reasons, meaning-making and self-understanding. In view of this, the interpretivist framework was found to be appropriate for this study, and was thus used. The ontological belief that tends to accompany interpretivist traditions portrays a world in which reality is socially constructed, complex and ever-changing (Glesne, 2011: 8). It is the direct opposite of positivism, which views reality as single and external to human beings. Interpretivists recognise that individuals with their own different backgrounds, assumptions and experiences contribute to the on-going construction of reality existing in their broader social context through social interaction (Wahyuni, 2012: 71). They emphasise the importance of human perspectives and how they interpret their social experiences. They believe reality constantly changes and can be known through the interpretations of human beings. According to Henning (2004: 2), the interpretivist paradigm does not concern itself with the search for broadly applicable laws and rules, but rather seeks to produce descriptive analyses, and emphasises deep, interpretive understanding of situations.

Interpretivists accept the possibility that there are multiple versions of reality, unlike positivism that assumes that there is a single version of reality. Maree (2012: 60) argues that these realities can differ across time and place. Human behaviour and perceptions cannot be predicted, unlike non-living things. Interpretivists believe that the best way to learn about people is to be flexible and subjective in one's approach so that the subjects' world can be seen through their own eyes (Rubin & Babbie, 2011: 51). Interpretivism focuses on interpreting other people's interpretations in terms of theories and concepts of the social researcher's discipline, and studying the social phenomenon as if through the eyes of the people being researched (Matthews & Ross, 2010: 40).

Check and Schutt (2012: 15) posit that interpretivist researchers believe that educational reality is socially constructed and that the goal of educational research is to understand what meanings people give to reality, not to determine how reality works apart from these interpretations. This means that rich information about a social phenomenon can be obtained by interviewing and observing people who are directly

involved. This study sought to understand how foundation phase teachers interpret a situation they are faced with, that is, professional development, and therefore, the interpretive approach assisted in exploring the richness, depth and complexity of this phenomenon. The study was conducted in a natural setting, that is, in schools where participants worked, without intentionally manipulating the environment, so as to get a first-hand account about how participants did needs analysis. It enabled the researcher to obtain a deeper understanding of the teacher's experiences of the phenomenon (Marshall & Rossman, 1995: 39)

4.3.2 Constructivism

Constructivism is a research paradigm that asserts that realities are social constructions of the mind and that there exists as many such constructions as there are individuals (Guba & Lincoln, 1989: 43). Gay (1992: 20) clarifies that the meaning is constructed not discovered, so subjects construct their own meaning in different ways, even in relation to the same phenomenon. This means that constructivists do not believe that knowledge is a thing that can only simply be given by the teacher, but rather it can be constructed by learners.

According to Spivey (1997: 3), constructivists view people as constructive agents and view the phenomenon of interest (meaning or knowledge) as being built, instead of being passively received by people. This means constructivists are of the view that people should be active participants in their existence, and reflect and talk about how they understand different phenomena.

4.4 RESEARCH DESIGN

A research design is described as a detailed plan or blueprint for undertaking the systematic exploration of the phenomenon being studied (Ary, *et al.*, 2006: 470; Marshall & Rossman, 2011: 94). Johnson and Christensen (2008: 305) view the research design as the plan of the researcher for the study, which concerns the methods to be used, the type of data to be collected, the selection of the research setting, participants, and data collection tools. This means that the design is used as a guideline that enable the researcher to answer the research question. Creswell (2008: 59), views the research design as the specific procedures involved in the last three steps of the research process: data collection, data analysis and report writing.

The research design is determined by the research question of the study. Using the relevant research design enabled me to be logical, sequential and to meet the standards of academic writing.

There are three types of research designs – the two well-known and recognised are qualitative and quantitative approaches. The third one is mixed methods which is the combination of qualitative and quantitative approaches, and relatively new. Qualitative and quantitative approaches differ significantly from each other. This study used the qualitative approach which will be discussed below in detail. Each approach has its own purposes, methods of conducting the inquiry, strategies for collecting and analysing data and criteria for judging quality (de Vos, *et al.*, 2011: 63). The quantitative approach is one in which the investigator primarily uses positivist claims for developing knowledge, employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data (Creswell, 2003: 18). Quantitative research is good at providing information in breadth, from a large number of units as it uses questionnaires and surveys, but when we want to explore a problem or concept in depth, quantitative methods can be too shallow. This approach is structured, and it follows standardised procedures. This means that the researcher using this approach should follow scientific procedures from the beginning to the end of the investigation.

Mixed methods research entails the combination of qualitative and quantitative approaches with the aim of generating a more accurate and adequate understanding of social phenomenon than would be possible by using only one of these approaches (Waring, Coe & Hedges, 2012: 147). The idea of mixed methods research can be said to have developed from the notion of triangulation, which expresses the belief that the convergence of evidence stemming from two or more methods can enhance the strength and validity of research findings. This means that when the researcher feels that a single approach is inadequate, another approach is employed to strengthen the validity of the research results. Employing mixed methods might provide the researcher with insights and develop a clearer and more convincing explanation.

4.4.1 Qualitative Research Design

The qualitative research design was used in this study as relevant to answer the research problem because of its openness to multiple realities and the problem being investigated, which sought in-depth descriptions and narratives from participants. The point in qualitative research is to study things in their real-life world with a concern for gaining in-depth understanding of phenomena of interest in terms of the meaning that the participants ascribe to them, and not the preconceived meaning that they bring to the research (Creswell, 2009: 175; Yin, 2011: 8; Lichtman, 2013: 69). For several scholars in research literature, human behaviour is best understood when studied as it naturally occurs, without intervention, manipulation, control, or any externally imposed constraints (as in experimental research) (Johnson & Christensen, 2008: 389; McMillan & Schumacher, 2010: 322; Lichtman, 2013: 20). The three approaches are discussed in the following discussion.

In line with the selected research paradigm, the qualitative research design was used in this study to investigate how teachers feel and interpret how individual needs analysis is done in the foundation phase for the purpose of professional development. Similar to the purpose of this study, Chilisa and Preece (2005: 142) describe qualitative research as the type of inquiry in which the researcher studies people's experiences, feelings and thoughts in their natural settings by using a variety of techniques, such as interviews and observations, and then reports the findings, mostly in the form of words rather than statistics. According to White (2005: 81), similar qualitative research is concerned with understanding social phenomena from the perspectives of participants, and this happens through the researcher's participation in the daily activities of those involved in the research.

As a researcher, I chose this approach because it allowed me to talk directly with the participants, and in so doing, I was able to see their reactions and feelings as they responded to different questions and observe nonverbal clues. Ritchie and Lewis (2011: 7) maintain that qualitative researchers place emphasis and value on the human, interpretative aspects of knowing about the social world and the significance of the investigator's own interpretations and understanding of the phenomenon being studied. A qualitative research was used to understand teachers' experiences and their perspectives as they made sense of the phenomenon under study.

The qualitative approach is underpinned by the perspective which assumes that there are multiple social realities, and that human behaviour cannot be predicted. It is crucial to observe participants in their natural settings, which means in the field, at the site where participants experience the issue or problem under study in order to get the true reflection of their thoughts, behaviours and feelings. As a qualitative researcher, the purpose of my study was to gather multiple forms of data, review all the data and organise it into categories or themes (Creswell, 2013: 45).

4.5 PURPOSIVE SAMPLING

Sampling is the process of selecting a portion of the population to represent the entire population (Polit & Beck, 2006: 260), while for Johnson and Christensen (2000: 175) it is a process of drawing a sample from a population. Polit, Polit and Beck (2013: 128) add that a sample is a subset of a population selected to participate in a study. In this study, I used purposive sampling to enable me to choose only participants who would supply the required information, be prepared to participate in research and willing to share the information (Morse & Richards, 2002: 20). Purposive sampling is a type of non-probability sampling in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be most useful or representative (Babbie, 2013: 128). Kumar (2005: 179) defines purposive sampling as a technique where the researcher uses his or her personal judgment to select key informants who can provide the best information to help achieve the objectives of the study. Unlike other types of sampling such as theoretical, deviant, sequential, snowball and volunteer, purposive sampling is a qualitative approach which was deemed appropriate for this study because qualitative research requires that data to be collected must be rich in description of people and places.

The study was conducted among Foundation Phase teachers. A sample of ten Post Level 1 teachers and five principals in primary schools with the foundation phase were selected. Teachers who were purposefully selected were those who had taught in the foundation phase for more than five years, and it was assumed that they had rich experience to provide valid, reliable and rich first-hand information. I also believed that the participants would provide detailed exploration and understanding of the central themes of how teachers' needs analysis is done in the foundation phase

(Ritchie & Lewis, 2011: 78). I observed IQMS post-evaluation meetings of five teachers from each of the sampled five schools.

4.6 SITE SELECTION

The study was conducted in five schools located under Imfolozi Circuit, KwaZulu-Natal. There were four wards in the Imfolozi Circuit and 80 schools with the foundation phase. The schools were purposively selected from the urban, rural and deep rural areas to get a balanced and clearer picture of what was taking place in teacher development in different areas within the Imfolozi Circuit.

4.7 RESEARCH METHODS AND TECHNIQUES

Schwandt (2000, as cited in Glesne 2011: 14) explains that the term method generally refers to a procedure, tool, or technique used by the enquirer to generate and analyse data. The study adopted a qualitative methodology, and therefore, it required good qualitative data collection methods that were to provide answers to the study's important questions. Polit and Beck (2004: 716) define data collection as the process of gathering the information needed to address a research problem. The data collection methods used in this study were interviews and observations.

4.7.1 Interviews

The researcher conducted semi-structured interviews with participants to obtain first-hand information and rich descriptive data that helped her to understand the participants' views regarding the research question. Semi-structured interviews enabled the researcher to use a set of predetermined questions on an interview schedule, but the interview was guided by the schedule rather than being directed by interview schedule (de Vos, *et al.*, 2008: 296). The researcher also used open-ended questions and follow-up elaboration probes to get the wider picture which involved asking the participants to clarify certain examples or answers given (Maree, 2012: 89). Other advantages of using semi-structured interviews include that there is a scope for participants to raise issues that the researcher has not anticipated (Braun & Clarke, 2013: 78).

Interviews enabled me as a researcher to collect large amounts of qualitative data, especially in-depth data as this study sought to obtain the participants' perspectives

and interpretation of the problem of study. Maree (2012: 89) emphasises that an interview is a two-way conversation in which the interviewer asks the participant questions to collect data and learn about the ideas, beliefs, views, opinions and behaviours of the participant. One-to-one interviews not exceeding one hour were conducted after working hours until data saturation was reached. Interviews were audio-taped and transcribed at a later stage by the researcher. This timing allowed me to collect data without interfering with the smooth running of schools.

The researcher avoided questions that required *yes* or *no* answers because that was not going to give the full picture on the participants' thoughts. The researcher recorded interview discussions using the following format to make it easier to write down notes.

Table 4.1: Interview record

Speaker	Notes
Question 1 Interviewer	
Participant's response	
Question 2 Interviewer	
Participant's response	

The above format enabled the researcher to cut and group together the same responses from all the participants. This made the coding process and creation of categories clearer and easy to follow.

The researcher acknowledges the limitations of interviews especially to this study, one of which is that they involved personal interaction, and therefore, cooperation between the researcher and the participants was guaranteed (De Vos, *et al.*, 2005: 299). Another limitation is that participants at times were unwilling to share the information, and the researcher had to ask questions that did not evoke the desired response from participants. It is important to keep this in mind so that it would be easier to notice the participants' attitudes, body language or any behaviour that shows unwillingness to cooperate. The researcher prevented this issue by explaining the aim and the process of interviews very well before the interview process.

4.7.2 Voice Recording Interviews

The researcher recorded interviews and observations with a voice recorder to capture all the relevant aspects of the process. However, in order to protect participants' privacy and freedom to participate in the study, the researcher sought permission from the participants before recording. The advantage of voice recording is that it captures the social setting in which people function, by recording the context in which they work (Mulhall, 2003: 308). It is a permanent record that the researcher can listen to.

Voice recording enables the interviewer to have time to observe participants. Patton (2002, as cited in Rubin & Babbie, 2011: 468) urges interviewers who use voice recorders to take notes while they interview so that they can refer back to something important said earlier in the interview or to occasionally jot down summary points or key phrases to facilitate later analysis of the voice recorder.

4.7.3 Making Field Notes

The researcher recorded field notes during interviews and observation, and planned in advance how she was going to take notes to limit recording unanticipated events and aspects of the situation (Rubin & Babbie, 2011: 470). The researcher tried not to attract participants' attention while taking notes because people may behave differently if they see that what they do is being recorded. The advantage of writing field notes was that they were helpful in that the researcher was able to review the answers and ask additional questions at the end of the interview (Maree, 2012: 89). Field notes are reliable and permanent records unlike technological devices that can be easily erased.

4.7.4 Observation

The researcher observed Development Support Group (DSG) post-evaluation meetings that are normally held after observing a teacher teaching in class as part of IQMS. The intention was to observe how the DSGs discussed the gaps identified during observation in class and how they identified areas of development for the concerned teacher. Observation was used to enable the researcher to gain a deeper insight and understanding of what is discussed in the post-evaluation meetings. Observation is an ongoing dynamic activity that is more likely than interviews to provide evidence for process – something that is continually moving and evolving

(Mulhall, 2003: 308). It enabled the researcher to observe participants' attitudes, how they interacted in their workplace, and these are some of the things that cannot be easily captured in interviews.

Maree (2012: 99) explains that a researcher should familiarise herself with the research setting, like, learn through personal experience and reflection how the setting is socially constructed in terms of power, communication lines, discourse and language, and advises that the researcher should never seek her data aggressively but observe events as they occur in a natural setting. The researcher wanted to get information regarding which issues were discussed in these meetings, and whether the meetings assisted individual teachers in professional development. As advocated by Mulhall (2003: 308), I adopted the role of a complete observer for the purpose of remaining objective and avoiding contaminating the data with my own preconceptions.

4.8 QUALITY CRITERIA

Qualitative researchers contend that because nature and purpose of quantitative and qualitative research are different, it is erroneous to apply the same criteria of worthiness or merit (Krefting, 1991: 214). Agar (1986, as cited in Krefting 1991: 214) suggests that terms like reliability and validity are relative to the quantitative view and do not fit the details of qualitative research. The same issue was argued by Lincoln and Guba (1986: 78), who felt it was not appropriate to argue for positivist standards of validity and reliability in assessing the value of qualitative research. They presented four criteria to be used to assess trustworthiness of qualitative research, namely, credibility, dependability, transferability and confirmability. The researcher was guided by the above criteria and guidelines to make sure that this study was trustworthy.

4.8.1 Trustworthiness

Credibility deals with the accuracy of data to reflect the observed social phenomenon or the truthfulness of the data (O'Donoghue, 2007: 99). According to Babbie and Mouton (2001: 277), credibility is the compatibility between the constructed realities that exist in the minds of respondents and those that are attributed to them. The researcher provided detailed and thorough explanations of how data were collected and analysed to ensure that the research findings represent plausible information drawn from the participants' original data and are a correct interpretation of the

participants' original views. Credibility of this study was enhanced by adopting the following credibility strategies: prolonged engagement in the field, use of peer debriefing, and member checks.

4.8.1.1 Prolonged engagement in field or research site

The researcher spent sufficient time with the participants and observed persistently in order to ascertain validity of information as well as by triangulation, which is, using more than one method of data collection. I interviewed fifteen participants in total, and I spent 60 minutes with each participant. That gave me time to introduce myself, make participants comfortable and to obtain the information that I required. It also gave me time to ask as many probing questions as I desired.

4.8.1.2 Use of peer debriefing

Guba (1981: 85) states: "peer debriefing provides inquirers with the opportunity to test their growing insights and to expose themselves to searching questions." Throughout the interviews, participants were repeatedly asked more detailed explanations or probing questions which were used to clarify particular points (see Appendix A). The researcher was able to enter the world of participants and suspended hers.

4.8.1.3 Member checks/ follow-up interview

According to Guba (1981: 85), the member check strategy involves establishing structural coherence that is, testing all the data to ensure that there is no internal conflict or inconsistencies and establishing referential adequacy. I compared the analysis and interpretation against the records (field notes and audio-tapes) that were used during data collection before producing the final document. In accordance with this strategy, the preliminary analysis of empirical data, in the form of emerging findings, were verified with some of the participants, and also refined in the light of the participants' reactions (Reason & Rowan, 1981, as cited in Silverman, 2011: 278). The researcher ensured that the participants verbatim were reported as they were to avoid bias and to make a distinction between participants' meanings and the researcher's interpretation

4.8.2 Dependability

According to Lodico, Spaulding and Voegtle (2010: 172), dependability refers to whether one can track the procedures and processes used to collect and interpret data. It is increased when research studies discuss how the relationship between the researcher and participants was nurtured and how the interview or observation was structured. In this regard, I enhanced dependability by presenting detailed step-by-step explanation of the research processes undertaken, as well as providing the main instruments used to gather empirical data, for example, the list of interview questions (see Appendix A). Dependability means that the researcher must provide evidence that if the research were to be repeated with the same or similar respondents, and in the same or similar contexts, its findings would be similar (Babbie & Mouton, 2001: 278).

4.8.2.1 Create audit trail

Wahyuni (2012: 78) states that the research records serve to provide an audit trail which enables an examination of both the research process and the research outputs tracking the step-by-step course of the research. I kept field notes of raw data from the interviews, observation notes from Development Support Groups' post-evaluation meetings that I observed as well as records of my data analysis. I also kept audio-tapes where I recorded interviews. These records include how data were collected, how categories were derived, and how decisions were made throughout the data collection and analysis.

4.8.2.2 Provision of thick descriptions

Nieuwenhuis (2011: 115) stresses that a study should reproduce adequate text to allow readers to decide what the participant is trying to convey. I collected descriptive data from participants to contextualise and enable the readers to understand the position of the participant. In Chapter 5, I have presented the participants' verbatim statements to help the readers to understand the setting and the study's context in its complexity (Ary, *et al.*, 2006: 506). Anney (2014: 280) states: "to ensure transferability of qualitative enquiry the researcher must collect thick descriptive data which allows comparison of this context to other possible contexts to which transfer might be contemplated." I have provided rich descriptions of how raw data were analysed until

reaching the final level of identification of themes. This will enhance transferability of the study (see 4.10.2).

4.8.2.3 Triangulation

Triangulation “involves the use of multiple and different methods, investigators, sources and theories to obtain corroborating evidence” (Onwuegbuzie & Leech, 2007: 239). To enhance trustworthiness of the findings, I utilised the methodical triangulation technique, that is, I used more than one research instrument. In this regard, I used interviews and observation as data collection techniques. I also employed the data triangulation technique, tape-recorded the interviews and kept field notes.

4.8.2.4 Reflexive journal

According to Krefting (1991: 218), reflexivity is “an assessment of the influence of the investigator’s own background, perceptions and interests on the qualitative research process”. I kept a journal where I recorded all my data collection plans including, dates of interviews with participants, my thoughts about what happened in the field and the challenges I came across.

4.9 DATA ANALYSIS

Ary, *et al.* (2002: 465) state that data analysis involves reducing and organising the bulk of information gathered during data collection by synthesising, searching for significant patterns and lifting up what is relevant to the research question. Brink (2000: 178) is of the opinion that data analysis is a process of describing data into meaningful terms, developing categories and making comparisons. Marshall and Rossman (1999: 150) acknowledge that data analysis is a process of bringing order, structure and interpretation to the mass of collected data. In this study, data analysis was thoroughly undertaken to ensure the credibility of the research findings.

4.9.1 Analytical Approach

In qualitative research, data analysis is linked to data collection and occurs throughout the data collection process, as well as at the end of the study, unlike in quantitative research, where analysis begins after data collection. The researcher ensured that the analysis was credible and transparent to others by considering the following analytical approaches as set out by Chilisa and Preece (2005: 172):

- I ensured that my analysis followed a set of procedures and the same procedures applied to all the cases and all the data, for instance, from collecting raw data to assigning higher level of categories and themes.
- I recorded the data collected in its raw state – that is, as it was said. After doing analysis, that is coding and labelling, I ensured that I was able to return to the data in its raw state throughout the analysis;
- Ideas and themes emerged as part of the working process. The approach itself was dynamic, flexible and allowed for changes;
- I ensured that my interpretations and the way these were used to develop the analysis are open and understandable by others.

4.9.2 Coding

According to Kvale and Brinkman (2009: 201), coding is defined as the breaking down of the text into manageable segments and attaching one or more keywords to a text segment, in order to facilitate analysis of the segment. The three stages of data coding process in qualitative research are: open coding, axial coding and selective coding.

I initially did open coding whereby data were broken down into distinct parts, closely examined, compared, conceptualised, and categorised (Strauss & Corbin, 1990: 61). Utilising open coding enabled me to closely examine data, identify conceptual categories implicit or explicit in the data, and the theoretical possibilities the data carry (Punch, 1992: 183). I read all consolidated transcripts several times in order to identify key words, sentences and recurring common phrases. I jotted down some ideas as they came to mind. Similar data were grouped to form categories. According to Glesne (2011: 38), the process of open coding stimulates the discovery not only of categories, but also of their properties and dimensions. At this stage, as a researcher, I was able to pick up that more data were needed to support and build an emerging theory.

I employed axial coding which is the second operation after open coding. Axial coding is about interrelating the substantive categories that open coding has developed (Punch 1992: 186). This involves a set of procedures whereby data are put back together in new ways after open coding and by making connections between categories (Strauss & Corbin, 1990: 96). I cross-referenced with reviewed literature, the prevailing categories and themes with the data and then with the research

questions to ensure that the study remained on track. I grouped similar coded data, reducing the number of initial codes. At this stage, the ultimate goal was to achieve saturation, that is, when no new information seems to emerge during the coding.

After axial coding, selective coding was employed which involved the selection of core categories (De Vos, *et al.*, 2002: 348). The focus was on finding a higher order concept, a central conceptual category at the second level of abstraction (Punch, 1992: 188). For Henning (2004: 5), selective coding involves the process of selecting one main core category and relating the other codes, themes and categories to it. It covers and accounts for all other codes that have been employed thus far. Selective coding integrates and synthesizes the categories derived from coding and analysis to now create a theory (Saldaña, 2012: 224). This means that selective coding uses the same techniques as the earlier open and axial coding, but at a higher level of abstraction. At this stage, I was able to see those categories where further data were required, and direct further axial sampling.

The hierarchical category system was used to report findings. According to Johnson and Christensen (2004: 511), categories are the basic building blocks of qualitative researchers because qualitative researchers make sense of their data by identifying and studying the categories that appear in their data. Once codes and categories had been developed, they will be converted to themes. According to Savin-Baden and Major (2013: 427), a theme is a unifying or dominant idea in the data, and finding themes is the heart of the data analysis process. In my analysis, a variety of tactics were used for generating meaning as proposed by Kawulich (n. d.: 102), and this included noting patterns and themes, seeing plausibility, clustering, making metaphors, factoring, and making conceptual-theoretical coherence.

The empirical data was organised into the main themes and subthemes that aided my understanding and interpretation of that which emerged. Ary, *et al.* (2002: 466) stated that developing sub-themes enables the researcher to physically separate material bearing on a given topic from other material and is a crucial step in organising the data. According to Bendassolli (2013: 6), identifying themes is the first step in making the initial inductive leap from the empirical to the theoretical, and it is a process of growing abstraction. I used themes that emerged from collected data. A schematic

representation was used to present the main theme and subthemes identified from empirical data.

4.10 ETHICAL ISSUES CONSIDERED

I strove to observe all relevant ethical standards and principles throughout this study, which involved a guarantee of anonymity and confidentiality, voluntary participation and informed consent, gaining permission from schools, assurance of the right to terminate from the study and impartiality in data collection and management of sensitive information. Johnson and Christensen (2000: 88) state that research ethics is necessary to assist the researcher in conducting ethically sound studies by providing a set of principles that assist in establishing appropriate goals and resolving conflicting values.

4.10.1 Anonymity

I assured all the participants that their names, views and opinions were not going to be identified by anyone else. This included what they said in the informal interviews and during observations, and that no one was going to associate a given response with a participant. Anonymity means that the identity of the participants taking part will not be known outside the research team (Ritchie & Lewis, 2011: 67). The participants' anonymity was maintained by labelling schools A, B, C and D and participants with numbers during the whole process of data collection and reporting of the findings.

4.10.2 Confidentiality

I assured participants that their names and schools were not going to be mentioned in the study. According to Babbie (2013: 36), a research project guarantees confidentiality when the researcher can identify a given person's responses but promises not to do so publicly. Salkind (2012: 88) states that whereas anonymity means that records cannot be linked with names, confidentiality is maintained when anything that is learned about the participants is held in the strictest of confidence. Alluding to the importance of ensuring confidentiality, Liamputtong (2013: 41) states that the most disturbing and unethical harm in research is when the participants are damaged by the disclosure of their private world. This might lead to the outcome that potential participants will distrust researchers and might disrupt the work of other scientists. In this sense, tape-recorded data was labelled in ways which would not

compromise anonymity, and identifiable information was stored separately from the data (Ritchie & Lewis, 2011: 68).

4.10.3 Gaining Permission from Schools

Getting permission to conduct research is an essential step in empirical research. In approaching the participants, I was direct and forthright about the study's goals and human subjects' protections being offered. As required, procedures of informed consent were upheld, and this involved full disclosure of my identity, the purposes of the study, its voluntary nature and the protection afforded by strict confidentiality.

4.10.4 Informed Consent and Voluntary Participation

Babbie (2013: 40) explains that informed consent and voluntary participation emphasise the importance of both accurately informing participants about the nature of the research and obtaining their verbal or written consent to participate. Participation in the study was voluntary, and no one was forced to participate. I gave complete information about the study, so that participants fully comprehended the investigation, and consequently made a voluntary and a thoroughly reasoned decision about their possible participation (de Vos, *et al.*, 2005: 59). This meant providing participants with information about the purpose of the study, the funder, the research team members, how the data was going to be used, and what participation would be required of them, the subjects likely to be covered and how much time was required (Ritchie & Lewis, 2011: 66).

Participants were given enough time to ask questions before the study commenced, as well as during the investigation. An informed consent form that was read and signed by each participant, or the person granting participation was made available. The purpose of this was to inform, not to coerce people into participating (Salkind, 2012: 88).

4.11 CHAPTER SUMMARY

This chapter presented the research design and methodology that was used in this study. It included the rationale behind the qualitative methodology, the selection of the setting of the study, participants, data collection, data analysis, the role of the researcher and methods for assuring quality of the analysis. The researcher explained

how participants were selected the value they brought to the study, as well as the procedures followed when collecting data using interviews and observation. The ethical principles like gaining permission from schools, guarantee of anonymity and confidentiality, informed consent and assurance of the right to terminate and partiality in data collection were explained. The researcher presented the techniques used in the study to ensure trustworthiness of the findings, namely, credibility, dependability, transferability and confirmability. Three data analysis techniques were discussed: open coding, axial coding and selective coding. The categories and themes represented major ideas that emerged from the study. The next chapter presents the discussion of the findings.

CHAPTER 5

PRESENTATION AND DISCUSSION OF THE FINDINGS

5.1 INTRODUCTION

In Chapter 4, an in-depth discussion on the selection of qualitative research as the relevant approach for this study was provided. The interpretivist paradigm was presented as the paradigm and methodological positions of the research explained. Chapter 4 further discussed the ethical considerations adhered to in-order to ensure anonymity of the participants and confidentiality of the information they provided. The relevant literature was also reviewed in Chapters 2 and 3. A qualitative investigation conducted as part of this study served as a source of information in determining how individual needs analysis of teachers is done in the foundation phase. The interviews and observations generated valuable data that is presented verbatim in some sections in this chapter to ensure the voices of the participants were heard, leading to an understanding of their experiences. In this chapter, the research results are presented, to answer the main research question framed thus: Which strategies can be used to conduct individual needs analysis effectively among the foundation phase teachers in order to improve their effectiveness?

Initially, I employed open coding which enabled me to closely examine data, identify conceptual categories and the theoretical possibilities that the data carry (see 4.9.2). I then employed axial coding where the similar coded data were grouped, thus reducing the number of initial codes. The last coding system that I used was the selective coding using the same techniques as the earlier open and axial coding but focusing on selecting one main core category and relating the other categories to it (see 4.9.2).

5.2 CHARACTERISTICS OF PARTICIPANTS

The findings presented are from interviews with ten teachers and five principals of schools with the foundation phase in the Imfolozi Circuit, KwaZulu-Natal Province. The Development Support Group (DSG) meetings for five teachers from each of the five schools sampled were observed. Data collected from teachers, principals and DSG observations were presented different due to that different set of questions and

observation schedule were used for each group. After data presentation the researcher presented the integrated findings from the three groups of participants. The following are the profiles of the participants.

5.2.1 Teachers

All the teachers who participated in this study had more than five years of teaching experience in the foundation phase, and were presumed to have a good understanding of their roles in improving the quality of education in the country. In this study, five years is considered knowledgeable and experienced regarding foundation phase teaching. Their ages ranged from 34-53. To comply with the research ethics of anonymity and confidentiality, the researcher presented the findings from the teachers' responses using codes T1 to T10, T1 representing Teacher number 1 to Teacher number 10.

5.2.2 Principals

The second category of participants were principals. Five principals participated and all of them had between seven to fifteen years of experience as class/subject teachers. At the managerial level, they ranged between five and twelve years as school principals. The researcher believed that the experience qualifies them as knowledgeable and had acquired relevant skills to enable them to perform their duties as managers of schools. In presenting the findings from the principals' responses, the researcher used codes P1 - P5, which represented Principal 1 to Principal 5.

5.2.3 Development Support Groups (DSGs)

The researcher observed four Development Support Group (DSG) meetings at five schools. The DSGs were comprised of three members, namely the supervisor (immediate senior), the peer and the appraisee. The peer was selected by the teacher on the basis of his/her presumed expertise that was related to the prioritised needs of the teacher (Department of Basic Education, 2003a: 4). In the case of post level one teachers, the supervisor is the Head of Department (HOD). In all the five schools observed, the supervisors of the appraisees chaired the meeting and the peers acted as scribes. According to the Department of Education (2003a: 4), the roles and responsibilities of the DSG include:

- To provide mentoring and support to the appraisee.
- To assist the appraisee in the development and refinement of his or her Personal Growth Plan (PGP).
- To do baseline and summative evaluation of the appraisee.
- To verify that the information provided for Performance Measurement (PM) is accurate.

The schools were given codes S1-S5 (School 1 to School 5). The findings from the observation of Development Support Group meetings are presented using these school codes.

5.3 THE EMERGING THEMES AND CATEGORIES

Johnson and Christensen (2004: 511) states that the researcher should focus on themes and the relationships suggested by the classification system rather than analysing each sentence or each word in the data. McMillan and Schumacher (2010: 367) assert that it is almost unintelligible for the researcher to interpret the collected data unless it is organised according to categories. The presentation of the findings in this section is structured into main themes, and categories drawn from the collected data, based on the main research question, research aim and objectives of this study (see Section 1.4).

The purpose of organising the research results into themes and categories was to reduce the bulk of information collected through interviews and observations. From data analysis, three broad themes emerged, namely, (a) Need for professional development workshops, (b) monitoring improvement and (c) providing support. The first theme, needs analysis, emerged from data collected from teachers. After analysing data collected from principals, monitoring improvement emerged as a theme. From the data collected from DSGs, providing support emerged as a theme. The data collected were presented separately for each group of participants because they were interviewed using different set of questions

Table 5.1 illustrates the theme, and sub-themes that emerged from data collected from teachers.

Table 5.1: Data pertaining to the foundation phase teachers' interviews

THEME	SUB-THEME
Need for professional development workshops.	<ul style="list-style-type: none"> - Professional development needs assessed through IQMS. - Skills that a foundation phase should possess. - Professional development workshops as means of support on identified needs. - Support provided by the participant's supervisors in identifying and addressing professional development needs. - Lack of monitoring change in teachers' performances. - Poor facilitation skills. - Sudden curriculum change

5.3.1 Theme 1: Need for Professional Development Workshops

Need for professional development professional development workshops is the main theme that emerged from data collected from teachers. In this theme, the researcher identified seven sub-themes as indicated in figure 5.1. The participants were asked questions, where the researcher required more clarity, she posed the probing questions.

5.3.1.1 Sub-theme 1: Professional Development Needs assessed through Integrated Quality Management (IQMS)

The participants were asked to respond to the following question: *Have your professional development needs been assessed and explain how?* Through this question, the researcher wanted to find out how much teachers understood by the concept 'needs assessment.' It was crucial for the researcher to know whether the concept, needs assessment was used in schools or not, as it was the main focus of the study. Seven participants (T2, T3, T4, T5, T8, T9 and T10) reported that their

needs had been assessed through the Integrated Quality Management System (IQMS). Following are their responses:

- *I filled in PGP where I recorded prioritised areas in need for development. It is done before classroom observation. That is the only time I remember where I recorded my areas of weakness. (T2)*
- *My professional development needs have been assessed through (IQMS). My Development Support Group (DSG) meets with me, we held pre-evaluation meeting and then identified my needs. (T3)*
- *I would say through IQMS process. My DSG held meetings and assisted me to draft my Personal Growth Plan (PGP). In the PGP form we were expected to record in performance criteria as they appear in IQMS evaluation form. (T4)*
- *I have been assessed through IQMS. I have filled in PGP form which required me to state the areas where I need to be developed. (T5)*
- *Yes, I had been assessed and I also did self-evaluation. I filled in the PGP form and scored myself on the IQMS form. (T6)*
- *Yes, I had been assessed in IQMS. My DSG asked me questions based from the PGP form. (T8)*
- *I had been assessed by my DSG in class when they came to observe my teaching. They then meet with me and give scores relating to how I performed during their class visit. (T9)*
- *My needs were assessed by my DSG through IQMS. I identify my needs during pre-evaluation meeting that we held with my DSG before they observed me in class. In this meeting, the DSG members needed to look at my Personal Growth Plan so that when they had to start evaluating, they would know which areas constitute my needs. (T10)*

The above question required the participants to provide a simple response on whether their needs had been assessed or not and explain how. In the above responses, the participants provided different answers regarding how had their needs been assessed. Five teachers (T2, T4, T5, T6 and T8) indicated that they had written their professional development needs in the Personal Growth Plan (PGP) template. The participants who indicated that they used the PGP to identify their needs, explained that a PGP is a template that is completed by all teachers during IQMS process before the DSG goes to observe the teacher in class (T4). The participants explained that in their

PGPs, they were expected to record their needs as per the performance standards and criteria in the Integrated Quality Management System (IQMS) procedure manual T4 and T10.

Two participants (T3 and T10) reported that their Development Support Groups held pre-evaluation meetings and they identified their needs there. According to the Department of Education (2003: 7), each Development Support Group must hold a pre-evaluation meeting with the appraisees to ensure that they understand what is expected of them in terms of the various performance standards and to give them an opportunity to clarify areas of concern that they may have.

T1 and T7 revealed that their needs had never been assessed by anyone. In their responses, they stated:

- *My needs have never been assessed by anyone but I have identified them and nothing had been done after that. (T1)*
- *My needs have never been assessed by the Department officials, that is, from district office. (T7)*

In responding to the follow-up question, *“Have your professional development needs not been assessed in IQMS?”*, T1 responded: *“My DSG had visited me while teaching in class but sometimes did not find time to identify my needs. I think the reason is that we always do IQMS at the end of the year when there are many things to do, like, when learners are writing last term’s tasks.”* T7 had an idea that the needs were supposed to be done by the Department officials. Responding to the probing question T7 reported: *I had been assessed in IQMS, the DSG visited me in class but my HOD usually identified my professional development needs.*

5.3.1.2 Sub-theme: Skills that a foundation phase teacher should possess

The researcher sought to know the skills that teachers believed a foundation phase teacher should possess. To this end, the participants were asked to respond to this question: *What do you regard as important skills that the foundation phase teachers should possess?* Teacher participants provided a variety of ideas on qualities a foundation phase teacher should exhibit. The common response was that: the foundation phase teacher should be knowledgeable, implying that she should know all foundation phase subjects and other educational issues (T6, T7, T8, and T9). As for

participants T4, T5, T7, T9 and T10, an important quality of foundation phase teachers was being caring and loving, meaning that they should have parental love for all learners equally. For participants T4 and T7, foundation phase teachers should be approachable so that learners could talk to them freely about anything, possess good listening skills, speaking, reading and writing skills (T1, T2 and T6), be sympathetic, and always prepared to listen to and understand learners' challenges (T5 and T10). The participants viewed their roles as foundation phase teachers as demonstrated by the following responses that commonly agreed with most participants:

- *Foundation Phase teacher should be friendly, show parenthood to the learners, have a good manner of approach, not administer corporal punishment and should work well with parents. (T1)*
- *Foundation Phase teacher should be a person who understands the needs of a primary school child and has specialised in the Foundation Phase. She should understand the roles of a teacher. (T4)*
- *I believe as a Foundation Phase teacher, I should be humble, approachable, creative, a team player and grounded. (T2)*
- *She should have appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences. The teacher should be able to develop listening, speaking, reading and writing skills to learners. (T6)*
- *She should be knowledgeable about education issues, be energetic, as the Foundation Phase learner learns well through dramatisation. She should be approachable to make it easy for the learners to talk about anything. In her teaching, she should be patient to accommodate even the slow learners. She should be flexible which will enable her to address all problems she will encounter and show love to all the learners. She should not be judgemental but should investigate very well and find the root of a problem. (T7)*
- *Foundation Phase teacher should be committed in teaching young children, care for them, make them feel loved, know all the Foundation Phase subjects well, and be knowledgeable about child development. (T9)*

The skills that participants identified, included being knowledgeable about the foundation phase subjects, caring and loving all the learners were in line with some of the seven roles of the teacher prescribed in the Norms and Standards for Educators (see Chapter 2, Section 2.8.1). I asked a follow up question to check the participants

understanding regarding “the roles of a teacher”. The question was: “*What are the roles of a teacher as stated in the Norms and Standards for Educators?*” Participants who identified the similar roles were T2, T3, T6, T7 and T10, they mentioned that a teacher should be a mediator of learning, assessor and designer of learning programmes. The other participants’ responses were:

- *The roles of a teacher are, she should be a facilitator, assessor and a scholar which means that she should always study. (T1)*
- *I remember the important ones, namely, mediator, assessor and scholar. (T4)*
- *A teacher should be a mediator of learning and lifelong learner. (T5)*
- *A teacher should be a facilitator of learning and lifelong learner. (T8)*
- *The important roles of a teacher are teaching, assess learners and record learners’ marks in a record book. (T9)*

The above follow-up question required teachers to simply name the seven roles of a teacher. The participants seemed not to remember all the seven roles. T9 named the roles of a teacher but not as they are specified in the Norms and Standards for Educators. T1 and T8 mentioned that a teacher should be a facilitator instead of mediator of learning. The researcher asked teachers to identify the skills and roles of a teacher because they need to have them in mind when doing needs analysis.

5.3.1.3 Sub-theme 3: Professional development workshops as means of support on identified needs

On this subtheme, the participants were asked: *What kind of professional development intervention have you received?* Some participants reported that they had attended workshops organised both by the Department of Education and by the School Management Teams in schools and they were meant to support their professional needs. The participants’ responses follow:

- *I had received support on basic computer skills which was one of the needs that I had identified. I had identified financial management and conflict management but I had not received support on them. I need them as I am the Head of Department and also assist in the administration of school finances. (T5)*

- *I had attended workshops organised by the School Management Team, I got support on areas like, how to teach learners with special needs. I had not received some that I identified, like, labour relations and conflict management. (T1)*
- *We meet for staff development every Monday and discuss issues like IQMS, Maths, human relations and extra-curricular activities. (T10)*

The participants provided different explanations regarding the workshops they attended, for instance, they indicated that they had attended only workshops introducing the new curriculum, Curriculum Assessment Policy Statements (CAPS). However, they felt that these workshops were not intensive enough for them to master the whole content needed. They felt that additional support workshops organised by the Department of Basic Education were not effective as they were held in the afternoons when teachers were tired and could not concentrate well. Below are some of their views stated verbatim:

- *The workshops for the implementation of the new curriculum (CAPS) were initially conducted in three days after that we attended follow-up workshop for half of the day in the afternoon. I am still struggling with recording the learners' performances continuously during teaching and learning, for example, when a learner is reading, writing and any other significant behaviours in class. (T3)*
- *I had for the past years attended workshops introducing the new curriculum organised by Department of Education District office. We have attended workshops on Curriculum Assessment Policy Statements (CAPS) although I still need more workshops on it so that I will be confident in my teaching. (T4)*
- *The CAPS workshops were not enough to equip teachers with the necessary skills and strategies to use in class as they were held for the short period (T6).*
- *I think the time of the CAPS workshops were not enough for the teachers to master all the information that they were expected to know. Other workshops were conducted in the afternoon and I did not see them assisting me as I was tired after work. (T7)*

What transpires from the above participants' responses was that they had attended workshop addressing the new curriculum changes. The needs that they identified as individuals had not received attention by the Department of Education officials. They

added that they still need more workshops as the previous ones were conducted for a short period of time.

Three participants complained about the way the workshops were presented, stating that sometimes facilitators did not possess effective facilitation skills (T1, T6 and T7).

- *The way facilitators presented lessons was not effective because, most of the time they did not have good presentation skills. They simply presented the topic, requested participants to work in groups, and gave feedback and then the end of the workshop. (T1)*
- *I think the facilitators sometimes were not well prepared, I observed in the centre where I attended that they did not show confidence and knowledge when teachers asked them questions. (T6)*

5.3.1.4 Sub-theme 4: Support provided by the participants' supervisors in identifying and addressing professional development needs.

The researcher intended to find out from participants as to what was the role of their immediate supervisors in supporting their professional development. *The question was: "Have you received professional development support, if yes from who?"* All ten participants mentioned that they had received support from their supervisors. Participants T5 and T7 responses were:

- *I have received professional development from my Head of Department. She has visited me in class, identified my areas of weakness and motivated me to take a leadership role in different committees. (T5)*
- *My supervisor assisted me by identifying my needs and giving me support, like advising me on how I can manage my class and create a literate environment. (T7)*

T4 reported that:

- *My Head of Department had assisted me to identify my professional development needs during IQMS but I have not received any professional development on those areas. It has become like a routine that we write our needs and nothing happens after that. I have only received support on the implementation of a new curriculum (CAPS). There are a lot of skills I would*

like to acquire, for instance, time management, development of teaching aids, creating a print-rich environment and involvement of all learners in class activities. There is currently no support from the Department of Education in those areas.

The similar response was reported by T7:

- *I did not receive any workshop focusing on skills that I had identified; the only workshops I have attended were regarding the implementation of CAPS. I need a workshop on computer skills, rugby and cricket as these are scarce sports in schools for Blacks.*

The researcher asked a follow up question to the participants, “*What prevents the School Management Team from providing you with your needs?*” Responding to the question, the participants revealed that:

- *As a school, we have submitted our professional development after conducting IQMS to the Department of Education Circuit office. We submitted the School Improvement Plan (SIP) and they should organise workshops on our needs.*
(T5)
- *It is the responsibility of the Department of Education officials to organise professional development workshops addressing the needs that we identified.*
(T7)

The participants’ responses reveal that there is a challenge regarding who organises workshops between the school and the Department of Education officials. The schools point at the Department regarding the needs that were not addressed. Emerging from this issue seems to be a limitation in this study since the researcher realises hearing the side of the Department of Education would have clarified why teachers complain about their individual professional development needs not being addressed. However, it was not on the scope of this study to involve the departmental officials.

The researcher posed this question: *Which skills did you identify but have not received any development in?* Below are some of their views:

The participants identified some skills they would prefer to receive professional development in, namely, creation of a print rich environment (T4), development of

teaching aids (T4), time management (T4 and T8), conflict resolution (T5), writing skills (T2) and T6), financial management (T5), creative writing (T8), counselling (T8 and T9) and assessment of learners (T3, T9 and T10). Participants reported that they would like to receive professional development in the above skills as they identified them as their areas of development needs. They stated that they always wrote the same needs every year in their Personal Growth Plans yet they had never been addressed.

The researcher further asked: *What do you think are the benefits of doing needs assessment and attending professional development workshops?* The participants' responses were:

- *Professional development workshops improved my performance in class which in turn improved my learners' results. As a teacher, I need to learn new strategies of teaching. The workshops should be well planned and given enough time to enable teachers to master all the content, and expressed concern about the workshops that are run in the afternoons for half a day. Perhaps it would be imperative for organisers to consult teachers and get their views on how best workshops should be organised. (T9)*

In accordance with the above view, Van Deventer (2008: 129) lists the following questions as guidelines for ensuring that professional development professional development meets the standards:

- How efficiently is the work of developing teachers being done?
- Are the teachers satisfied?
- How much time is required to finish professional development?
- What are the financial inputs?

It is the responsibility of the Department of Education and the School Management Team (SMT) to ensure that teachers are trained in skills that they feel need development. The Skills Development Act of 1998 encourages employers to use workplaces as active learning environments whereby employees are provided with opportunities to acquire new skills (Chapter 2, Section 2.5). Judging from the responses above, it shows that the level of conforming to that legislation is still low, as most of the participants indicated that they had not been trained in skills they lacked.

It is evident that organised workshops had been focused on broad topics and what an individual teacher needed was not dealt with. The researcher believes that this might be a contributing factor to the poor performance of the learners.

5.3.1.5 Sub-theme 5: Lack of monitoring change in teachers' performances.

The participants were asked the question: *After receiving professional development professional development, does your Development Support Group (DSG) or your supervisor monitor change in your performance?* The researcher decided to ask this question from the participants to find out the role of the DSGs in assisting the teachers improve their performances during IQMS process. Below are the participants' responses:

- *I would say my DSG do not find time to monitor my progress after visiting me in class for evaluation. The problem is due to tight work schedules, we end up doing IQMS processes in one day towards the end of the year. After classroom evaluation, I meet with my DSG for post-evaluation meeting. They give me scores for my performance as they are needed for submission to the Department of Education. (T2)*
- *We usually start our first IQMS cycle in March, followed by lots of activities, like sports, readathon, cultural activities and Annual National Assessments (ANA). The DSGs end up not finding time to continue with follow-up on observing my performances (T3).*
- *My DSG had not helped me that much because of time, there is no time to meet as everyone has so many responsibilities at school. We meet for the short period after classroom evaluation to discuss scores and after that nothing happens until the next cycle in the following year. (T8)*

The above teachers' responses indicated that there was a gap in the implementation of IQMS. According to the Department of Education after the DSG has held post-evaluation meeting where they discuss with the appraisee what they observed as strengths and weaknesses. They then compile a list of the appraisee's professional development needs. Among those needs, the DSG picks up the ones they can be able to provide support on, and submit the ones that they feel need to be addressed by the Department of Education or through workshops organised internally by the School Management Team. The participants above (T2, T3 and T8) indicated that

due to lack of time the DSG do not effectively perform their task as they are guided by IQMS procedures.

5.3.1.6 Sub-theme 6: Poor facilitation skills

The participants identified poor facilitation of workshops as one of the issues that do not assist in improving teachers' performances. The question asked was: *What hinders the provision of effective professional development programmes?* The participants indicated that some people who were chosen as facilitators in some workshops did not demonstrate adequate knowledge and conversant with the subject matter of the topics they were presenting on as reflected in their responses below.

- *In some instances, organised workshops were not that effective because people who facilitated them seemed to lack appropriate skills. They sometimes display less knowledge about the topic they were presenting. I have seen this during the introduction of new curriculum workshops where by my fellow teachers were taken by the Department and tasked to train other teachers. They simply presented the topic and asked participants to discuss the topic in groups. The feedback from group discussions became the only information of the day. They had no answers to the questions asked. We wish that good people can be chosen to facilitate workshops. (T1)*
- *The way facilitators presented at the workshops is not profitable because sometimes some of them did not have good presentation skills. (T7)*

It is crucial that selected facilitators should have good facilitation skills. Not everyone can facilitate since a person may be knowledgeable, but lacks facilitation skills. Some participants indicated that some facilitators demotivated and put teachers in an awkward position by asking them to report after group discussions even if the teacher was not clear about the topic. They stated that this makes teachers feel embarrassed and become interested to attend the following day. It is important that a skilled facilitator treat teachers as adult learners and not treat them like children or young learners. They should motivate and encourage them to learn. Facilitators should challenge teachers to think critically, guide discussions and provide support to teachers. Similar to these findings, Munonde (2007: 121) propose that subject advisors, as professional development facilitators, should be provided with professional development courses based on curriculum change implementation in

advance, to give them ample time to internalise the content before embarking on the professional development of teachers. They should also be involved in designing professional development workshop materials.

5.3.1.7 Sub-theme 7: Sudden changes in curriculum

There have been rapid changes in education in South Africa particularly in the area of curriculum reform, first involving change from the old pre-1994 curriculum to Outcomes Based Education (OBE) in 1997, followed by Revised National Curriculum Statement (RNCS) in 2002, National Curriculum Statement (NCS) and currently Curriculum Assessment Policy Statement (CAPS) (in 2010) (Chapter 1, Section 1.2.3). These changes required teachers to undergo professional development so that they could implement the curriculum effectively. Two participants (T2 and T6) whose views represented the general views of the participants suggested that sudden changes of the curriculum were disruptive and causing problems to teachers as they had not received enough time to be properly trained and master the current curriculum before the new one is introduced. They revealed that when OBE was introduced, teachers were invited to attend one-week workshops and they went back to implement it, with scanty support follow-up workshops provided that usually took two hours in the afternoon. Similarly, when CAPS was introduced, teachers were invited to attend a three-day workshop, and thereafter, a few follow-up workshops for a half day were organised. The participants felt that changes should be introduced following the incremental model with a lot of consultation with the teachers. Responding to the question: *What hinders the provision of effective professional development?* Below are some of the participants' responses:

- *The sudden curriculum changes made it difficult to us as teachers to master the curriculum in a short space of time. I understand that curriculum changes had to happen but teachers should develop in time and not in a hurry to implement the following month. (T6)*
- *Workshops are of great importance to the improvement of educators. They should be planned and given enough time not half days; it is insufficient. (T2)*
- *If the Department does not plan and conduct workshops in time, this has a bad impact on the teachers' performance. Too many changes in a short space of time may confuse and demotivate teachers. I had struggled to master the key*

concepts of the curriculum, the reason being that when I attended the workshop for CAPS, we were a large number which was uncontrollable for the facilitator. Due to the support from my Head of Department and one of my colleagues I managed to master the curriculum. (T10)

Change is not comfortable for everyone; some people do not accept it easily. It should be planned and well-communicated to people involved in good time. The participants felt that teachers needed to be given enough time to grasp new information because teachers, like learners, have different learning styles. Evaluation of workshops attended by teachers is crucial and can assist officials to know whether the workshops were successful or not.

5.3.2 Monitoring Change

After analysing data collected from principals, monitoring change came up as the main theme. Figure 5.2 illustrates the theme and subthemes that emerged from data collected from principals who participated in this study.

Table 5.2: Data pertaining to primary school principals' interviews

THEME	SUB-THEME
Monitoring teachers' performance improvement	<ul style="list-style-type: none"> - Implementation of IQMS to address professional development needs. - Issues that hindered teachers to perform effectively. - Negative attitude towards change. - Teacher demotivation. - Intervention

The principals together with other School Management Team members are responsible for monitoring how schools' function. Kotter and Schlesinger (1979: 106) are of the view that in the context of educational management, change tends to expose school principals to new controls and regulations, growth, increasing competition, technological development and changes in the workforce. This means that the principal is faced with a huge responsibility of ensuring that all school systems, processes and manpower are gradually transformed and improved. Among others,

one of the responsibilities of principals is to support and see to it that teachers under their supervision are developed professionally.

Professional development programmes or any intervention should bring change to a teacher, which will in turn benefit the whole school. Change needs to be continuously checked and managed. Intervention processes can be fruitless if they do not anchor change. As leaders in schools, principals need to ensure that all teachers under their supervision perform their duties up to the required standard. Davidoff and Lazarus (1997: 176) contend that identifying developmental needs among the staff and other role-players, and making provision for these needs through appropriate programmes, courses and processes is the meaningful way of capacity building. Teachers who have received support may have improved opportunities to fulfil their tasks with interest and confidence, which will in turn, yield good results in learners' performance.

5.3.2.1 Sub-theme 1: Implementation of IQMS to address professional development needs

The question was: *How do you do individual needs analysis to identify professional development of teachers in your school?* The principals' responses indicated that they conducted needs analysis in compliance with the Integrated Quality Management System (P1, P2, P3, P4 and P5). This is indicated by a few of the verbatim responses below.

- *Teachers fill in Personal Growth Plan forms where they record prioritised areas in need of development. After the teacher has been observed in class by the DSG, they assist the teacher to record what they regard as her areas of development. The teacher's areas of development are written in Assessment criteria as they appear in IQMS performance standards. (P1)*
- *We implement IQMS which helps us to identify and analyse individual needs in the school. My role as the leader is to motivate and monitor that teachers implement IQMS because it is for their professional development. (P2)*

The principals also reported that they identified their own needs and the needs of teachers in the IQMS process. From the data collected it transpired that filling the PGP forms is the only tool they used in schools to identify and record teachers' needs as nothing different had been reported by teacher participants also. The interviewer

further asked a follow-up question to participants: *What do you do after collecting the teachers' needs, and why do you think it is crucial to do needs analysis?* Next were the principals' views:

- *I think doing needs analysis assist in knowing the teachers' areas where they need to be developed in order to perform their work efficiently. Teachers encounter different problems, one teacher may have challenges in assessing learners in reading but the other might not experience the same challenge, instead his/hers might be how to teach reading fluency. (P3)*
- *After collecting teachers' needs, the SMT meets, look at all the teachers' needs for the school and choose the ones that we might able to address at school. We compile the School Improvement Plan and write all those that we feel may be addressed by the Department of Education. We still have some challenges as the Department had been busy with curriculum changes workshop for the past years, the individual needs of each teacher had not been attended to. (P5)*

The participants in the above views state that the process of addressing needs analysis had not been effective. The teachers' needs had been identified but ended up not being addressed. This point is discussed further in the sections below.

5.3.2.2 Sub-theme 2: Issues that hindered teachers to perform effectively

Teacher inefficiency or under-performing teachers cripple the provision of quality education in the country. It is the responsibility of every individual teacher to take charge and seek support where needed (Chapter 2, Section 2.4.1.2). Teachers need to play an active role in their professional development. It is the duty of the principal to ensure that all teachers perform optimally according to the expected level. If there is any member who is performing below standard, she should address that situation following the correct procedures of dealing with poor performance (Chapter 2, Section 2.12). As the interview progressed, the interviewer asked the following question: *'What are the causes of poor performances in teachers?'* Participants provided various views regarding the causes of poor performance including: (a) Lack of self-development, (b) Failure to deal with challenges, (c) Absenteeism and late-coming and (d) Factors beyond teachers control.

Next I discuss the views from the participants regarding what they believe are the causes of weak performance in teachers.

5.3.2.2.1 Lack of self-development

The school principals' participants reported that teachers who did not develop themselves professionally, were left behind as there are many changes and improvements that are taking place in education (P1, P2 and 5). They mentioned that teachers should continuously develop themselves by attending workshops and studying towards achieving higher qualifications. In view of this, participants reveal that:

- *I believe a teacher should be always keen to learn. He or She should know his or her weaknesses and seek support. A teacher must acquire new information about development in the area of his/her specialisation, like, new teaching methods and assessment strategies. As the principal it is sometimes difficult to support a teacher who does not see the need for self- development. (P2)*
- *A teacher who does not upgrade herself or take responsibility for her development may not be able to perform well, as there are lots of new developments in education. (P5)*

The participants emphasise the importance of self-development and the consequences of lack of self-development. Conducting needs analysis assists the teacher to recognise where he/she falls short and seek for support before even being noticed that he/she is underperforming. The principals stated that they encouraged teachers to attend workshops, enrol for qualifications and read departmental documents. School leaders believed that teachers who develop themselves are likely to be more knowledgeable about their work, the content of the subjects they teach and the profession in general.

5.3.2.2.2 Equipped to meet the challenges

Two principals (P2 and P4) indicated that teachers who are not ready to meet challenges in their jobs may not perform well. There are many challenges that the teacher comes across at work; some are brought by learners, parents, colleagues and some social circumstances. Participants stated:

- *What takes place all around us these days requires one to desire to learn out of every situation and circumstances in order to be able to know what to do at a particular time and also have to improve on what has previously gone wrong. Some teachers do not do that; instead they run away from any challenging situation by expecting the SMT members or other colleagues to address them. (P2)*
- *Teachers need to be emotional stable to be able to address parents in a professional manner, even if a parent approaches a teacher with a negative attitude. A teacher must be able to deal with learners who experience barriers to learning, chronically ill, comes from disadvantaged homes and some who takes drugs. (P4)*

The above statements indicate that teachers need to be equipped with skills like conflict management, human relations and emotional intelligence, all of which could help them to manage conflict situations amicably. If there are difficult situations like bad human relations at school, such things can cripple the smooth functioning of the school. Teachers should work as a team to achieve the same goal within the school. They can learn more from one another when working in clusters or learning communities. Learning communities are the teams that teachers form for the purpose of working together and learn from each other.

The participants' responses also indicate that teachers need to play different roles in the lives of their learners. The teachers' role is no longer limited in delivering subject matter but he/she needs to look at the learner's background and offer support where necessary.

5.3.2.2.3 Absenteeism and late-coming

Responding to the question about what causes poor performance in teachers. Participants stated that absenteeism and tardiness do not contribute to quality teaching and learning (P1, P3, P4 and P5). They indicated that the teacher who is regularly absent from work may fail to cover all the work required for each school term. Absenteeism disrupts effective teaching and learning because, if a teacher is absent, other teachers have to catch up for the teacher's lessons, which may disturb their plan for the day. Two responses from the participants highlight this problem:

- *Absenteeism and late-coming contribute to poor performance. (P1)*
- *Absenteeism is the main problem that causes some teachers to poorly perform because if she [a teacher] is absent from work she fails to cover all the work planned for the term and her learners are left behind. (P5)*

The root causes of absenteeism and late-coming should be identified and addressed. If the teacher fails to solve the problems causing absenteeism, that teacher should be referred to Employee Assistance Programme for assistance (EAP) to get support. EAP is the programme under Department of Education that provides support to teachers who experience different problems ranging from, emotional, psychological and non-performance.

5.3.2.2.4 Factors beyond teachers' control

The participants identified factors that is beyond the teachers control as may have a negative impact on his/her performance. P1 aptly put it thus:

'Unsafe environment and lack of adequate learning space can contribute to poor performance.'

The researcher posed a follow-up question to P1: *How can an unsafe environment and lack of adequate learning space may cause a teacher to underperform?*

P1's response was: *The teacher may not focus on his/her work if the school is not protected, members of the community and thugs comes as they like to threaten teachers. I had experienced that in one of the schools I worked at in the early nineties, thugs used to come to rob us in the school premises. I became so demotivated and wished to even leave teaching as I could not get a transfer at that time. A teacher can poorly perform if he/she has a large number of learners in one class, for example, a class of eighty learners. It may not be easy for the teacher to give individual attention to all the learners, especially if there are also learners who need special attention*

The above response shows that there are factors that may cause a teacher to underperform and to correct those factors lie on all the stakeholders, like, SMT, SGB, Department of Education, teachers, community and learners. Blanchard and Thacker (2013: 79) identify three areas that hinder a teacher's ability to meet job performance

expectations, including, (i) school, (ii) the management of the school and (iii) the individual (2.4.1.2). There are teachers' needs that are caused by the school's shortcomings, for instance, a shortage of resources like libraries, laboratories and unsafe environment. Another challenge that hinders teachers from performing optimally is poor management of the school. If the principal and other members of the School Management Team (SMT) do not manage all the school systems properly and provide teachers with necessary support, teachers will not be able to perform to their full potential. As indicated in the above discussion, it should be clear as to who is responsible for addressing the identified needs of teachers (Chapter 5, Section 5.3.1.1). Poor performance of the teacher or low teacher productivity can hamper the learners' progress. The participant (P1) further identified weak school management, poor cooperation among teachers and lack of resources like textbooks and stationery as some factors that contribute to poor performance. Additionally, P3 reported thus:

“If the school management team does not manage the school according to the required standards that would negatively impact the functioning of the entire school, the principal as a leader should show direction by setting goals, targets and putting plans of action in place for the smooth functioning of the school”

The participant was emphasising that for the school to function effectively, it is the duty of the School Management Team in collaboration with the School Governing Body (SGB) to ensure the smooth functioning of the school and adequate provision of appropriate resources.

5.3.2.2.5 Non participation in Professional development learning community

The participants reported that professional development learning communities assist teachers in identifying their needs. *The excerpts below are the responses of participants to the question posed thus: what do you think are the causes of poor performance? Their responses follow:*

- *I had been involved in clusters whereby we met and discussed management plan of IQMS as a ward. It was beneficial but now they no longer take place. We only have grade meeting where we meet every Thursday and do lesson preparations for the coming week. (T1)*

- *I was involved in clusters in our ward from 2005 to 2006; being involved in clusters helped me to improve the ways I assess my learners. I was able to identify my performance gaps from observing and hearing how others are performing. It assisted me to evaluate whether I am not behind others with my work. (T3)*
- *I once was involved in ward clusters immediately after OBE was introduced, but now they no longer exist. It was interesting to meet with teachers from other schools. (T5)*

Most participants stated that they had not participated in clusters (T2, T4, T6, T7, T8, T9 and T10). In this regard, Teacher 4 reported:

- *I have never been involved in teacher clusters or team teaching. I would love to be involved, but my problem is only that there are no organised groups in our area (T4).*

The above responses reveal that there was time when working in clusters was encouraged but this faded away as time went on. The participants indicated that they benefited from participating in clusters because they were able to share ideas with teachers from other schools. Harwell (2003: 4) submits that when teachers have the opportunity to interact, study together, talk about teaching, and assist one another in applying new skills and strategies, they stand a better chance to grow, and their students' performance improves dramatically. Jita and Ndlalane (2009: 58) observe that over time, the discussions, interactions and sharing of information regarding personal experiences among teachers, together with relationships of trust and identity, make clusters an attractive vehicle for challenging, and possibly changing teachers' professional knowledge and practice. The participants reported that they worked in teams in their schools, for instance, when preparing the lesson plans and assessment plans (T1, T2, T3, T6 and T7) as reflected in the excerpts below.

- *We meet with my colleagues to discuss how to present lessons and do work schedules. (T6)*
- *We meet with other teachers in my phase to discuss and analyse lesson plans. We use relevant documents and plan according to quarterly needs. (T7)*

The researcher found that in most schools, teachers of the same grade met weekly to do lesson preparations and assessment plans. They indicated that it also helped them to share ideas. The researcher found that teachers interviewed in this study were not involved in clusters or learning communities because, as they reported, they were not organised in their areas. Secada and Adajian (1997, as cited in Jita & Ndlalane, 2009: 59) posit that the cluster model represents a form of professional community that provides a context within which a group of professionals can come together, discuss and understand their practices. This means, through clusters, teachers are brought together to identify and collectively attempt to address the problems which they experience in their work (Gulston, 2010: 44). Characteristically, the group in a cluster would engage in common activities, such as sharing content knowledge, reflecting on their teaching experiences, giving feedback, collaboration and general cross-pollination of ideas and views regarding their classroom practice (Conco, 2004: 84). It is argued that working in clusters or forming learning communities would address a variety of needs that teachers encounter in their isolated classrooms, through listening to or observing other teachers, and that this can improve their productivity.

5.3.2.3 Sub-theme 3: Negative attitude towards change

A teacher with a negative attitude may not likely cooperate or participate well in school activities. The participants were asked to respond to this question: *What may be the results of non-provision of professional development in teachers?* Three principals felt teachers may have negative attitude towards change if their needs are not identified and provided with relevant development (P2, P3 and P5). In this respect, P2 stated thus:

- *If teachers do not attend professional developments and learn about new changes in the curriculum they can have negative attitude. Some teachers may stick to old methods of teaching and become reluctant to use methods of teaching that are recommended in the current curriculum. (P2)*
- *Professional development helps teachers to be confident in their teaching. They are able to meet other teachers and get to know how they deal with some issues related to their teaching. (P3)*
- *The result of not providing teachers with development is that, they underperform and have negative attitude towards their work. I find it so*

challenging to deal with a person who have a negative attitude because usually oppose any new idea or activity and even influence others to be on his/her side.

(P5)

The principals indicated that it is very difficult to work with teachers who have negative attitudes because whatever activity is introduced at school, they will oppose it and influence other teachers not to participate. It is the duty of the SMT to manage those individuals who have negative attitudes and persuade them to see things differently. If this situation is not managed, the good working culture at school can fizzle out.

The participants noted that a teacher who has a negative attitude towards change may be left behind and not learn about the new changes especially in the context of rapid curriculum changes that take place in South Africa. This requires teachers to be flexible and able to embrace any changes they are expected to implement in their teaching. Blanchard and Thacker (2013: 37) defined attitudes as the employees' beliefs and opinions that support or inhibit behaviour.

5.3.2.4 Sub-theme 4: Teacher demotivation

Responding to the question: *What may be the results of non-provision of professional development in teachers?* The participants noted that non-provision of professional development may demotivate teachers and tend to perform poorly (P1 and P5). One participant (P1) stated thus on the subject:

“Demotivated teachers need close supervision in order to perform well and some do not even want to participate in extra-curricular activities. Some complained that there is too much work that is why they sometimes fail to do other activities”.

The participants explained that a demotivated teacher is not the same as a teacher with a negative attitude, but is similar in that they both resist participating in all school activities (P3 and P5). Principal 5 also reported that:

“From my observation in many years as a principal, a demotivated teacher lacks zeal and knowledge about some issues but does not necessarily display disrespect like most people who have negative attitude”.

P1 and P2 felt that the School Management Team (SMT) should have a way of dealing with demotivated teachers so that they can get help and because they need strong

support and encouragement from the members of the SMT. Swanepoel (2009: 101) regards motivating staff as an important activity related to the management function of leading. The SMT members have a role to play in creating conditions that are conducive to elicit and sustain teachers' interest in their own professional development.

Demotivation among teachers may be caused, for instance, by problems at home, unhealthy conditions at school, social problems, illness, loss of loved ones and so on (see 2.12). The principal should follow the right procedures as specified by the Department of Education (Code of Conduct for Educators) to help the teachers who face these problems. As stated earlier, not all needs can be addressed by professional development; needs that are caused by a variety of family problems and chronic illnesses may be referred to Employment Assistance Programme (EAP) (Chapter 2, Section 2.13).

5.3.2.5 Sub-theme 5: Intervention

The researcher wanted to find out the role that principals participants play in ensuring that teachers conduct needs analysis and attend professional development programmes. The question was: *How do you motivate teachers to take a leading role in their personal development?* In the participants' responses, all the five principals indicated that there are different kinds of interventions that they organise to empower teachers with relevant knowledge. In their responses they named (a) Staff meetings where they update teachers about the new developments in their work (b) In-house workshops to address challenges that teachers encounter in their teaching and (c) they ensure that HODs visit teachers in their classes frequently.

5.3.2.5.1 Staff meetings to address professional development needs

Three participants reported that they organised staff meetings where they discussed professional development issues regarding IQMS processes, professional development workshops as well as teaching and learning. They reported that teachers got opportunities to discuss issues related to their duties. In this context, P2 responded:

“One of the important meetings that I hold with teachers at the beginning of the year is that which focuses on staff development processes. From that meeting each

teacher is required to meet with her Development Support Group and develop their Personal Growth Plans (PGPs). The PGPs are important as they are the only tool where teachers record their professional development needs with the assistance from the DSGs”.

Staff meetings are important because they provide staff with the platform to discuss and take crucial decisions concerning their school. Some of the typical issues they discuss include teaching and other school initiatives like Quality Learning and Teaching Campaign, Stop Child Abuse campaign and the involvement of parents in school activities. Staff meetings also afford the principal an opportunity to disseminate important information, and equally, teachers get a chance to ask questions and raise some issues regarding subject teaching or management of the school.

5.3.2.5.2 Organisation of professional development workshops

The principals reported that organise workshops where they invite subject specialist to assist on some topic and also they encourage teachers to attend workshops organised by the Department of Education. The question was: *How do you motivate teachers to take a leading role in their personal development?* P2 stated:

“I organise professional development workshops at school, it works much better when support is given at the school and all teachers receive the information together, discuss and take decisions as to how they may handle that particular issue. In our school, we always benefited from the visits by subject specialists from the District office”.

Principals (P4 and P5) revealed their concern similar to what was raised by teacher participants that the workshops addressing the current curriculum changes in Curriculum and Assessment Policy Statement, organised by the Department ran only for a short period of time. Their concerns were expressed by P4 as follows:

“Although we support teachers with workshops at school, I feel the Department of Education slacks behind because we submit the teachers needs after conducting IQMS but no support had been provided in that regard. The workshops they organised were focussing on were on curriculum change but we still need more of them as teachers are still struggling in some areas”.

The professional development workshop approach is widely used in the majority of professional development programmes. Teachers attended workshops in preparation for the introduction of the current curriculum, but there was a concern that those workshops were not properly conducted; hence there was a need for more support workshops. Chisholm (2000: 60) allude to the same point by explaining that, specifically, most teacher development workshops for curriculum change implementation have been conducted for as short as 3- to 5-day sessions often by incompetent district trainers.

Furthermore, they were criticised for their virtual lack of on-going support and development opportunities, especially when teachers return to schools after receiving development workshops (Chisholm, 2000: 61).

5.3.2.5.3 Support provided by HODs

From the responses of the principals HODs are responsible for supporting teachers in class on a daily basis. One participant indicated that in the foundation phase, HODs did not find time to frequently visit classes because according to the Norms and Standards for Educators, they are required to be class teachers. Below are some of the responses.

- *HODs visit teachers in classes to monitor how they teach, although some HOD complain that they do not have enough time to do that as they are full-time class teachers. (P1)*
- *HODs do regular class visits that are monitored by the deputy principal. With cases that are beyond the HODs' capacities, they are referred to the SMT for discussion at their weekly meetings. (P2)*

Two principals (P3 and P5) indicated that they encountered problems regarding the efficient monitoring of teachers by HODs because they were full-time class teachers. P5 stated:

"If the HOD is supervising ten teachers, it is hard to find time to visit them regularly leaving her own class unattended. HODs have the same workload as all teachers, and in addition, they have the administrative responsibility of monitoring the work of teachers under their supervision. The Department of Education needs to look at this issue if it wants efficiency and effectiveness in curriculum delivery".

P1 recommended that:

“... more workshops should be organised for the Heads of Departments to learn more about their roles in monitoring progress as sometimes they did not perform their duties as required, but expected to be reminded by the principal”.

5.3.2.6 Sub-theme 6: School Management Team (SMT) meetings

The question was: *How do you motivate teachers to take a leading role in their personal development?* All the five principals as participants mentioned that they held SMT meetings at least once a week to discuss the plans and activities of the week. They explained how the SMT members addressed problems that they encountered. Below are some of the verbatim responses.

- *The SMT discusses and suggests possible strategies to solve the problems encountered by teachers. They come up with solutions and if the problem persists, the teacher is referred to Employment Assistance Programme. (P1)*
- *I personally set an example in the beginning of the year where I visit all the classes focusing mainly on the needs of each teacher and also their personal feelings about different aspects like how the learners cope in new grades. (P2)*

The SMT consists of the principal, deputy principal and heads of departments. The principal is always responsible for chairing the SMT meetings. The participants displayed good understanding of their roles of leading and giving directions as it is evident in the verbatim responses above.

5.3.3 Providing Support

Providing support was the third theme that emerged from the data collected through observation of the Development Support Group (DSG) meetings in five schools. Table 5.3 illustrates the theme, sub-theme and categories that emerged from data collected from Development Support Groups post-evaluation meetings.

Table 5.3: Data pertaining to observation of the Development Support Groups

THEME	SUB-THEME
Providing Support	<ul style="list-style-type: none"> • Provision of feedback. • Exposition of the purpose. • Strengths of the teacher. • Contextual factors. • Evaluation. • Areas of development identified by the DSGs. • Recommendation for development. • Concluding remarks on the post-evaluation meetings.

The researcher chose to observe the post-evaluation meetings because the meetings discussed the professional development needs of an appraisee which is the main focus of this study. I believed that data obtained from the meetings would yield valuable insights. What the researcher observed was that the main purpose of the DSGs was to give support to teachers so that their productivity could be improved. The DSGs are responsible for mentoring and supporting the teacher throughout the year, over and above, assisting with the development of the PGP (Department of Education, 2003a: 26). The DSG was expected to have a clear idea of the progress that the appraisee had made.

The post-evaluation meeting took place after the DSGs had observed the teacher in class. The researcher intended to observe how the DSGs identified the appraisee's needs. After collecting and analysing data, three sub-themes and their related categories emerged under the above theme.

5.3.3.1 Sub-theme 1: Provision of feedback

Provision of feedback was the first sub-theme that emerged under the theme – Provision of support. The post-evaluation meeting was conducted after classroom observation in order to give feedback to the appraisee. According to Aguinis (2013: 16), feedback allows for the identification of strengths and weaknesses, as well as the causes of performance deficiencies. The researcher observed five meetings in five schools focusing mainly on the procedures of the meetings and the content of the

discussions. Specifically, the following were some of the issues that were deliberated upon in the meetings:

- Purpose of the meeting.
- Identification of the appraisee's needs.
- Discussion of how the needs were going to be addressed.
- How support was going to be provided.
- Involvement of all members in the discussion.
- Way forward.

5.3.3.2 Sub-theme 2: Exposition of the purpose

The chairpersons of the five schools specified the purpose of their meetings in different ways. The chairpersons of School 4 and School 5 stated that the purpose of their meetings was to discuss the performance of the appraisee. In this respect, the chairperson of S1 clarified: *'The purpose of this meeting is to discuss how the appraisee performed in class during our class visit.'*

Some chairpersons stated that the purpose of their meetings was to fill in the post-evaluation forms (S2 and S3) as seen in the responses below.

- *The purpose of this meeting is to fill in Development Support Group (DSG) Assessment report form. (S2)*
- *We are here to fill in the post evaluation report form. (S3)*

The researcher considered those DSGs who perceived the purpose of the meeting as completing the forms, to be providing limited information about the real objective of the meeting. Stating the purpose of the meeting is crucial as it sets the tone for the discussion, prepares the appraisee and guides the discussions in the right direction. The outcome of the meeting was for teachers to know their areas of development for the purpose of addressing them.

The chairperson of School 1 presented the purpose of the meeting appropriately, but limited its scope by stating that it was to discuss the performance of the appraisee during the class visit by the DSG members. The DSG was supposed to discuss and give feedback on all performance standards as prescribed in the IQMS manual. The researcher observed that teachers displayed limited knowledge about the importance

of the post-evaluation meetings. It was not proper to state that the purpose of the meeting was to fill in the post-evaluation forms as this explanation watered down the importance of the meeting.

5.3.3.3 Sub-theme 3: Strengths of the teacher

The researcher observed that participants from all schools were guided by the post-evaluation form as their agenda for the meeting (S1, S2, S3, S4 and S5). All the chairpersons started by requesting the members to identify the strengths of the appraisee. In three schools, they simply mentioned two or three strengths without clear explanation (S1, S2, S3,). Below are some of the strengths identified.

- *The teacher has a clear knowledge of the subject. This was evident on the performance of the learners when working in groups. I commend the appraisee for her ability to discipline learners well. I also acknowledge that the appraisee paid attention to even slow learners (S1 Chairperson).*
- *She was able to present her lesson well and to use different techniques of involving learners. (S2 Peer)*
- *The lesson was well planned and structured. (S3 Peer)*
- *The teacher was able to interpret the subject matter to the level of the learners. (S5 Chairperson)*
- *Teaching aids used were clearly visible, brightly coloured and appropriate for the level of the learners. (S4 Peer)*

Giving feedback on one's performance increases motivation level and boosts performance or productivity. Knowledge of how one is doing and recognition of one's successes provide the fuel for future accomplishments (Aguinis, 2013: 4), and increases the appraisee's self-esteem.

5.3.3.4 Sub-theme 4: Contextual factors

After discussing the strengths of the teacher, all the Development Support Groups (DSGs) from five schools talked about the possible causes of the gaps in the teachers' performance. In all five DSG meetings observed, the chairpersons asked the appraisees to identify the factors that hindered them from performing their duties efficiently. The appraisees had different things to say. Three appraisees from three schools mentioned one commonly agreed on that, a large number of learners who are

chronically ill and frequently absent from school (S1, S2 and S5). The issue of learners who did not do homework because there was no one to supervise them at home as most of them lived with their grandmothers or sick parents, was identified by three appraisees (S1, S4 and S5). Below are some additional factors mentioned by the appraisees:

- *Lack of enough learning space to move around in class.* (S1)
- *Absenteeism and late-coming of learners.* (S3)

These two contextual factors or problems belong to a category of needs that are beyond the appraiser's control, but which need support from the SMT, SGB, parents and learners to solve. Participants indicated that some factors that caused learners to come late to school included long distances from home, transport delays and lack of support from adults at home.

5.3.3.5 Sub-theme 5: Evaluation

Evaluation was the third sub-theme that emerged under the broad theme 'providing support'. The researcher noted that the Development Support Groups (DSGs) were expected to evaluate the performance of teachers so as to know their needs and be able to provide support. The Kirkpatrick Four Level taxonomy remains the most consistently used method for evaluating professional development (see 2.18.1). The meetings that the researcher observed were conducted after all the DSGs had observed the appraisees in class.

The researcher observed that the Development Support Groups' (DSGs) meetings in all the five schools took place after the classroom observation of the appraisees. Each DSG member had to give their ratings to the performance of the appraisees. The appraisees had been observed by the DSGs in classrooms on the following four performance standards (DoE, 2003a: 20):

1. Creation of a positive learning environment.
2. Knowledge of curriculum and learning programmes.
3. Lesson planning, preparation and presentation.
4. Learner assessment.

A close examination of the above performance standards suggests that their focus is on the evaluation of individual teacher's proficiency to deliver curriculum in a classroom.

There are three more performance standards for post level one teachers (DoE, 2003a: 20):

5. Professional development in the field of work or career and participation in professional bodies.
6. Human relations and contribution to school development.
7. Extra-curricular and co-curricular participation.

For the HODs, there are three more performance standards, namely:

8. Administration of resources and records.
9. Personnel.
10. Decision making and accountability (DoE, 2003a: 20).

In addition to the above, the deputy principals and the principals have the following two more performance standards (DoE, 2003a: 20):

11. Leadership, communication and servicing the governing body.
12. Strategic planning, financial planning and Education Management and Development (EMD).

The results of the developmental appraisal derived from the above performance standards are consolidated into the Personal Growth Plan (PGP) of individual teachers, which inform the School Improvement Plan (SIP), which will in turn be sent to the area office for external development intervention (DoE, 2003a: 13).

The researcher has observed that under each performance standard, there are criteria as reflected in Table 5.4 below.

Table 5.4: Performance Standards and Criteria

Performance Standards	Criteria
1. Creation of a positive environment	<ul style="list-style-type: none"> ▪ Learning space ▪ Learner involvement ▪ Discipline

Performance Standards	Criteria
	<ul style="list-style-type: none"> ▪ Diversity
2. Knowledge of curriculum and learning programmes	<ul style="list-style-type: none"> ▪ Knowledge of learning area ▪ Skills ▪ Goal setting ▪ Involvement in learning programmes
3. Lesson planning preparation and presentation	<ul style="list-style-type: none"> ▪ Planning ▪ Presentation ▪ Recording ▪ Management of Learning Programmes
4. Learner Assessment/Achievement	<ul style="list-style-type: none"> ▪ Feedback to learners ▪ Knowledge of assessment techniques ▪ Application of techniques ▪ Record keeping

(DoE, 2003a: 20)

The Development Support Groups observed teachers using performance standards and criteria as guidelines. In that case, when assessing Performance Standard 4 (Learner Assessment) the DSG observed how the teacher applied assessment techniques, how the teacher gave feedback to learners, and how he or she kept records.

According to the IQMS manual, the appraisee is scored between 1– 4 for her performance in each performance standard (DoE, 2003a: 11). The scores are interpreted as follows:

Table 5.5: Integrated Quality Management System (IQMS) score keys

Code	Description
1	Unacceptable
2	Satisfies minimum expectations
3	Good evidence present
4	Outstanding work

Adapted from DoE (2003a: 11)

The researcher observed that each member gave their scores according to their interpretation, contrary to the normal expectation that the appraiser and appraisee should discuss and reach consensus regarding the final scores of all the performance standards.

5.3.3.6 Sub-theme 6: Areas of development identified by DSGs

The researcher observed that each performance standard includes a number of criteria. For each of these criteria, there are four descriptors derived from the four-point rating scale (see Table 5.5). In the post-evaluation meeting, members were required to identify areas of development by recording them as criteria of the performance standards, for instance, if the DSG observed that the teacher struggled with the assessment of learners, they should record her area of development as knowledge of assessment techniques. In all the DSG meetings observed, the members looked for the criteria where the appraisee scored lower scores and regarded them as the areas for development.

Four Development Support Groups (DSGs) from four schools identified the same criterion as an area of development for the appraisees, that is, 'record keeping' under performance standard 4 (Learner Assessment/Achievement) (S1, S2, S3 and S5). This means that most of the appraisees were found by their DSGs to be experiencing challenges in record keeping. Below are other criteria and performance standards identified in all the DSG meetings observed in this study.

Table 5.6: Areas for development identified by observed schools

School	Criteria	Performance Standards (as in IQMS)
S1	Involvement Holistic development	7 - Extra-curricular participation 7 - Extra-curricular participation
S2	Assessment	4 - Learner Assessment/Achievement
S3	The use of teaching aids Learner involvement	<i>Does not belong to any performance standard.</i>
S4	Knowledge of assessment techniques	1 - Creation of a positive learning environment

S5	Application of techniques	4 - Learner Assessment/Achievement 4 - Learner Assessment/Achievement
	Leadership and coaching Organisation and administration Record keeping	7 - Extra-curricular participation 7 - Extra-curricular participation 4 - Learner Assessment/Achievement

School 3 included one aspect which did not form part of the criteria as they appear in the IQMS procedure manual, that is, the use of teaching aids. This means that they had seen it as important for the appraisee to be developed in, although it was not included in performance standards. This also showed that there were needs that were not directly addressed by performance standards, but crucial to effective teaching and learning. One of the objectives of this study was to devise strategies that can be used to address even the areas that are not accommodated in the performance standards.

5.3.3.7 Sub-theme 7: Recommendations for development

Only one Development Support Group managed to discuss what they recommend the teacher should do in order to improve on what they identified as her areas of weakness (S4). The DSG members recommended that the appraisee needed to apply different assessment techniques in order to cater for learners with barriers as well. For leadership and coaching, the DSG advised the appraisee to be actively involved and to play a leading role in motivating learners to participate in all school activities together with other teachers.

The other four DSGs (S1, S2, S3 and S5) skipped or ignored this part which required them to discuss what they recommended the appraisee to do to improve. This part is important because it indicates the amount of support the DSG should give to the appraisee, since they will do follow-ups from what they agreed upon in the post-evaluation meeting.

5.3.3.8 Sub-theme 8: Concluding remarks on the post-evaluation meetings

The researcher observed that in the post-evaluation meetings, the chairpersons concluded in different ways. In concluding the meeting, the chairperson of S1 commended the appraisee for her good cooperation and for working well with her

learners. In S2, the chairperson concluded by saying that the overall performance of the appraisee was good and that she was able to involve all the learners in her lesson. After completing the post-evaluation meeting form, the chairperson requested the members to sign the form.

The post-evaluation meetings are an important means of supporting teachers if they are conducted properly. The Development Support Groups (DSGs) were able to discuss the performance of the teacher as a whole, including the strengths, weaknesses and recommendations for improvement.

5.4 INTEGRATED SUMMARY OF THE FINDINGS

The findings have been integrated from data generated from all groups of participants in this study. The empirical study revealed that the term '*needs analysis*' was not frequently used in schools as participants seemed not to be sure about it (Chapter 5, Section 5.3.1). This was indicated by their responses to the question of whether their needs had been assessed – some said 'YES', while some said their needs had never been assessed. The literature review of this study has revealed how important it is to do needs analysis before any kind of professional development can be organised to check its necessity (Chapter 2, Section 2.9). The term needs assessment should be well known by all the employees as the Skills Development Act (South Africa: Office of the President, 1998) specifies that all the South African employees must receive skills they are short of in their respective workplaces (Chapter 2, Section 2.5). It was observed from the responses of teachers that they did not understand the importance of needs analysis, and this could be attributed to the fact that teachers were not properly informed about the importance of needs analysis.

The researcher observed that teachers seemed not to understand that they have the responsibility to take control of their own professional development and that they should be the first to know what their strengths and performance gaps are. According to Robinson (2003: 27), recent views on professional development emphasise the importance of involving teachers in defining their needs and developing opportunities for their own professional development. Teachers are the key actors in continuing professional development and they should be involved in the decisions made by the authorities about them.

All participants were concerned about not receiving professional development on the needs they had identified in the past years in IQMS review meetings (Chapter 5, Section 5.3.1.2.3). This is a serious issue which needs to be addressed properly because its consequences might be the cause of why learners are poorly performing in this country. The focus in the South African Department of Education has been on identifying the areas in which learners underperform in Languages and Mathematics in the ANA. However, not much has been done in strengthening plans to ascertain whether teachers are performing according to the required standards or not, as the empirical section of this study revealed that teachers were still complaining that they did identify their individual needs, but they had never been addressed (Chapter 5, Section 5.3.1.2.3). From 1999 up to now (2015), the focus has been on professional development all teachers on the implementation of the new curricula, that is, OBE, RNCS, NCS and CAPS. In order for professional development programmes to be successful, they have to be meaningful to the participating teachers. The challenge to policy makers and management is to understand what the teachers want and what they find meaningful, and then design continuing professional development programmes that respond to their needs. Only if the continuing professional development programmes have personal meaning for the teachers, will they have the potential to be transformative and life-changing.

The participants identified a number of factors that contribute to poor performance, for instance, absenteeism, non-attendance of workshops, frequent curriculum changes, negative attitude towards change and so forth (Chapter 5, Section 5.3.1.4). It is crucial to know the root causes of poor performance in order to avoid its future occurrence. In post-evaluation meetings, the appraisees identified different contextual factors that they thought hindered them from performing their jobs effectively. These included inadequate learning space, overcrowding in classrooms and frequent absences of learners due to illness. There are challenges that need to be communicated with parents like learner absenteeism and failure to do homework so that they could assist in addressing them. There are challenges that need to be addressed by the School Management Team together with the School Governing Body, for instance, overcrowding in classrooms and a shortage of furniture and textbooks (Chapter 1, Section 1.2.3). There are some challenges that need to be addressed by the Department of Education that negatively affect teachers, such as frequent changes of

the curriculum without proper professional development, poor conditions of service for teachers and a shortage of staff relative to learner enrolments, that is, high student-teacher ratios.

It was clear from the responses of all participants that there was lack of monitoring regarding teachers' professional development needs (Chapter 5, Section 5.3.1.4.1). This was revealed by the participants' concerns about inadequate workshops. Data from both teacher and principal participants indicated that HODs do class visits and give professional advice to teachers. Principals mentioned that they held the SMT meetings and discussed the school's progress and challenges faced by teachers. The participants indicated that more efforts need to be made to ensure that teachers' performance gaps are properly identified, and that they are supported and change in performance is monitored. The Department of Education officials need to monitor the work done by the SMTs to check whether they supervise teachers and monitor their work. Principals reported that they need to be supported as they come across different challenging situations in their leadership roles, especially regarding poor learner performance and demotivated teachers.

The participants reported that they were not involved in clusters or learning communities, and the forums organised by teachers to share ideas about their profession. Learning communities refer to the forums where teachers come together on a regular basis to engage in collaborative planning, curriculum study and learning assessment (Servage, 2008: 64). Teachers possess different forms of knowledge and experiences, and therefore, they can learn from one another (Chapter 3, Section 3.10.1). Some participants mentioned that they were once involved in clusters after the introduction of Outcomes-Based Education (OBE) and benefited from them. These afforded them opportunities to meet with teachers from other schools and learn from one another as to how they dealt with different educational issues. From my experience as the principal, I have noted that when Curriculum Assessment Policy and Statements (CAPS) was introduced, teachers were encouraged to do work schedules and lesson plans in groups, that is, teachers in the same school teaching the same grade.

In this study, the participants reported that teacher inefficiency is caused by different factors, for example, they indicated that a teacher who has a negative attitude or

demotivated does not have an interest in developing herself professionally (Chapter 5, Section 5.3.2.2.2). Such a teacher resists change and refuses to be involved in school activities. Generally, principals encounter challenges in supervising teachers who have a negative attitude.

Finally, evaluation of workshops attended by teachers is crucial to find whether they have benefited or not. Most teachers interviewed in this study complained about the poor facilitation of some workshops. If evaluation was done properly, then it follows that feedback provided would also most likely be appropriate as well.

5.5 CHAPTER SUMMARY

This chapter presented data collected from interviews with teachers, principals and observations of post-evaluation meetings of the Development Support Groups. The purpose of the study was to investigate how individual needs analysis of teachers is done in the foundation phase. From the collected data, three themes emerged – *needs analysis* emerged from data collected from teachers, *monitoring change* emerged from data collected from principals and *providing support* emerged from the DSGs post-evaluation meetings.

It transpired from the participants' responses that there was a gap in how individual needs analysis was done in schools. Teachers seemed not to play a major role in identifying their needs. It would seem that the only time teachers identify their needs is during the IQMS post-evaluation meetings and when they complete their Personal Growth Plans. The researcher is of a firm view that this is not adequate as PGP's are done once a year, and the question is, what if some needs come up any time during the course of the year. The researcher observed that some schools did IQMS processes in one day which was ineffective as they tried to squeeze everything in at the same time. Teachers are required to do IQMS reviews throughout the year, and the Department of Education provides schools with a management plan to follow. At the beginning of the year, the principal is expected to do advocacy on the implementation of IQMS processes so that teachers would know what they are expected to do with respect to the IQMS (Department of Education, 2003b: 6). The Department of Education (2003a: 6) further states that schools must factor into their broad planning, the cycles of the IQMS stated below:

- First developmental cycle and reflection – March to end of June
- Second developmental cycle and reflection – July to end of September.

Most participants complained that their needs had never been addressed, which showed that monitoring was not done properly. Addressing teachers' needs should assist in bringing change in the learners' performance. The participants revealed that they had not been adequately supported by the Development Support Groups. They indicated that there were many activities and programmes that they were expected to be involved in, and because of high job demands, they ended up failing to do justice to all. In the next chapter, conclusions are drawn from the literature review and empirical study, key findings and contributions of this study are highlighted, and areas for further research are suggested.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

South African schools are beset with many challenges, particularly the problem of learners who underperform in reading and Mathematics as the 2011 ANA showed that the vast majority of pupils in South Africa are seriously underperforming relative to the curriculum (Van der Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011: 1; Spaul, 2013: 3). Spaul (2013: 3) indicates that although there have been some recent improvements in learner outcomes, as well as some important policy innovations, the picture that emerges time and again is consistently dire. Teachers need to be appropriately skilled to fulfil their roles effectively in order to transform the situation of poorly performing learners.

Teachers have professional development needs that should be identified and supported so that they can perform their roles as specified by the curriculum. If teachers are not well-skilled, that can impact negatively on student learning. The success of learners is heavily dependent on the efficiency of the teacher. The problem statement of this study raised the question: *Which strategies can be used to conduct individual needs analysis effectively among the foundation phase teachers in order to improve their effectiveness?* The study addressed the question: How is needs analysis of teachers done in the Foundation Phase. The study concludes by proposing recommendations on how analysis of teachers' needs should be done in the foundation phase.

Chapter 1 presented the basis for this study by providing the background information, research problem, aim, motivation for the research, and research methodology and design.

In Chapter 2, the researcher presented a literature review related professional development needs analysis situation in South African schools. The models of teacher education in South Africa were presented with the purpose of finding out how individual needs are supposed to be done in South Africa. The Skills Development Act No. 97 of 1998 that regulates the activities of the workforce of the South African organisations was presented. Finally, the seven roles of the teacher were discussed.

Chapter 3 explored the discourse and theories of performance improvement and individual professional development needs analysis in order to determine how needs analysis and teacher development are conducted in other countries. The methods for determining specific professional development needs, essential elements of an effective professional development programme and factors that can hinder effective professional development programme were discussed.

In Chapter 4 the ontological and epistemological positions relating to the study were presented. Three different paradigms, namely positivism, constructivism and critical theory were discussed in detail. The researcher explained why a qualitative approach was adopted for this study. This chapter further explained the procedure for sampling, data collection and data analysis. The credibility and trustworthiness issues of the study were highlighted in the chapter.

Chapter 5 presents and discusses data collected from participants during individual interviews with teachers and observation of the DSG meetings. The key finding of this study was that there were many challenges, inconsistencies and misunderstandings regarding how individual teacher's needs analysis should be done. These emerged in the data collected from participants most of which was not in line with what is directed by the Integrated Quality Management System (IQMS) procedures manual. The implementation of IQMS processes seemed to be weak, due to poor monitoring and lack of proper professional development workshops.

6.2 CONCLUSIONS FROM THE EMPIRICAL INVESTIGATION

In chapter 5, I have presented the findings of this study. In the following section, I present the conclusions based from the collected data.

6.3.1 Needs Analysis

It became apparent during the fieldwork that the term *needs analysis* is not commonly used in schools as evidenced by the participants' responses, which displayed misunderstanding of the concept (Chapter 5, Section 5.3.1). In my observation, there was a gap between the ideal and the real, that is, what ought to happen and what was actually happening in schools. This was evident during DSGs' post-evaluation meetings, where it became obvious that they combined most of the IQMS processes into one day instead of spreading them throughout the year.

The empirical study revealed that teachers seemed not to have the same level of understanding on how some IQMS processes were to be done. This was shown by their hesitance and brevity of their responses when asked how their needs had been analysed. They provided different responses which showed that there was a lack of uniformity in the implementation of the IQMS (Chapter 5, Section 5.3.1). One teacher indicated in her response that she had been assessed by her HOD. Some teachers stated that they had identified their needs and written them in their PGPs, while some indicated that they had been assessed by their DSGs. Although most participants indicated that their needs had been assessed, when explaining how this had been done, it was clear that they were not following the right procedures. The knowledge of the relevant terminology seemed to be a challenge as terms like needs analysis, pre-evaluation meeting, identification of needs, intervention, contextual factors and post-evaluation were not properly used. Some participants believed that needs analysis should be done by the Departmental officials only. According to the DoE (2003a: 7), needs analysis is done by the teacher together with her DSG.

6.3.2 Identification of Professional Development Needs

The participants in this study seemed to have different or limited understandings on the identification of professional development needs, for instance, as to who should do needs analysis. This showed that there was something lacking in teacher development. It is a bit disappointing because without well-skilled teachers, the achievement of learners will not improve. For the country to provide quality education, it needs highly efficient teachers.

The researcher concluded that teachers only identified their needs by recording them in the PGP forms. This means the PGP is only a tool currently used to assist in identifying teachers' needs. The PGP forms are completed once a year as classroom visits by the DSG take place once a year. My contention is that identification of teachers' needs should be done at least four times a year or anytime teachers realise that they lack some skills that need to be addressed with immediate effect. If needs are not addressed, that will negatively impact on the teacher's efficiency.

Teachers are involved in different activities, and as such, their needs should be assessed frequently and throughout the year at different occasions to ensure that they are well-supported. This may strengthen the quality of teachers' needs assessment,

while at the same time, it minimises the adverse effects of the limitations associated with the inadequate implementation of developmental appraisal.

6.3.3 Needs Recorded in the Personal Growth Plan

Participants seemed not to know the significance of doing needs analysis, which indicated that teachers were not properly knowledgeable about all IQMS processes. They seemed to lack motivation on needs analysis. Teachers need to participate actively in their own development because they can only succeed if they know the importance of professional development. The researcher observed in some DSG meetings that the PGPs were not fully completed, some were written in few words on the lines and some had blank spaces.

The researcher acknowledges the importance of the template, but she feels that the DoE needs to revise it and make it more user-friendly. According to the DBE (2011: 95), participants who attended the 2011 Teacher Summit maintained that although the concept of PGPs was good, their use and effectiveness was not reliable because teachers do not know how to draft them. The participants also suggested that professional development was necessary on the use, development and collation of PGPs into School Improvement Plans for these to be clear, specific and useful.

The researcher observed that the PGP template had few narrow lines which made it difficult for the teacher to write freely. Although at the bottom of the template there was an instruction: "You may amend the template to suit your needs", all the schools observed were using the original form taken from the IQMS procedures manual.

In the PGPs, teachers are required to record their needs in the form performance standards and criteria as they appear in the procedures manual. The researcher felt that it was limiting teachers to record their needs in the form of performance standards and their criteria because there were some needs that were not specifically featured in the performance standard. These are issues like improving learners' pass rates, absenteeism, handling sensitive issues like HIV/AIDS and child abuse. It is critical to identify these issues because if not addressed properly, they can hamper the school's progress.

6.3.4 Pre-Evaluation Meeting

The DoE (2003a: 7) stipulates that each DSG must have pre-evaluation discussions with the teachers concerned and discuss what is expected of them. Since some participants in individual interviews mentioned that they identify their needs in pre-evaluation meetings with their DSGs, the researcher asked the DSGs whether they held the pre-evaluation meetings or not. Some agreed that they did and some stated that due to the limited time, they could not, but stated they filled in the template for pre-evaluation meetings when they sat for post-evaluation meetings. In these meetings, they were expected to record minutes that should be submitted to the DSG. During the post-evaluation meeting, the participants explained to the researcher that when they were trained on the IQMS, they were not told that they needed to hold formal pre-evaluation and post-evaluation meetings. They stated that they heard about the formal meetings and submission of minutes when the IQMS monitors and Circuit Managers visited their schools for monitoring.

The researcher saw this as an irregularity as teachers were not uniformly informed about the purpose of the meetings and trained on how to conduct them. As mentioned above, the IQMS procedures manual does not give details about the meetings.

6.3.5 Skills that a Foundation Phase Teacher should possess

In terms of Norms and Standards for Educators (2000), teachers are expected to fulfil seven roles, namely, mediator of learning, assessor, interpreter and designer of learning programs, scholar, researcher and lifelong learner, community, citizenship and pastoral role and learning area/subject/discipline/phase specialist (DoE, 2000 [Chapter 2, Section 2.8.1]). Teachers were asked to name the skills that a foundation phase teacher should possess, and they seemed to have good understanding of their roles. Although they did not mention the roles as they appeared in the Norms and Standards for Educators, they used the terms that could be linked with the roles (Chapter 5, Section 5.3.1.2).

6.3.6 Intervention

All the teachers interviewed complained about the needs that they had identified in their PGPs, but had never been addressed. This is critical and it means that most teachers are not performing up to the required standard. This is demotivating and

causes teachers not to view the IQMS as an instrument meant to support their development.

Most needs that were identified by participants were those that required professional development. They did not identify those that needed to be corrected by the appraisees themselves, such as increasing learners' pass rates, voice projection during teaching, neatness, class arrangement and so forth. It is important that from time to time teachers should check whether they are still performing as per required standards and work hard to improve where possible without waiting for support.

Some areas that were not identified by DSGs were related to behaviour and emotions, for example, poor relations with colleagues, shouting at learners, negative attitudes towards some school activities, depression, chronic illnesses and so on. These needs are also important and if not addressed, the smooth functioning of the school's activities may be compromised. That is what leads the researcher to believe that there are gaps in the way teachers currently identify their needs.

During the interviews, the dominant intervention that participants talked about was professional development professional development (Chapter 5, Section 5.3.1.2.1). This was evident in their responses as most of them complained about not receiving professional development professional development addressing their individual needs. The researcher also observed that during the post-evaluation meetings, the DSGs only identified the needs that required professional development. They did not identify the needs that did not necessarily required professional development professional development, but expected the appraisees to address their own needs. Those needs include the following:

- Improve the sitting arrangement of learners in class;
- Improve chart displays on the walls;
- Voice projection, involving all learners during the lesson;
- Relating well with other people;
- Participating well in a team;
- Participating in extra-curricular activities; and
- Participation in professional development activities.

The outcomes of the post-evaluation meetings were to capture the appraisees' needs in all areas of their performance. The researcher was not satisfied that all the DSGs observed did not discuss the whole performance of the appraisees, but they only focused on areas that were related to what they observed in the classroom.

6.3.7 Support from the Supervisor

The teachers who participated in this study indicated that there were good relationships between them and the SMT members. They stated that they received support from the HODs as their supervisors. On the other hand, the principals explained how they supported teachers under their supervision, and this included holding staff meetings to update teachers on important educational issues.

6.3.8 Professional Development on Required Skills

Most of the participants complained that they had not been trained on the skills they required. Teachers blamed the Department of Education for not organising workshops for the needs they had identified (Chapter 5, Section 5.3.1.4). As mentioned earlier, there were no proper guidelines to clarify which needs should be addressed by schools and which ones should be addressed by the Department of Basic Education. The researcher observed that some of the needs mentioned by teachers could have been addressed at school, but due to lack of clear guidelines, they stated that they were waiting for the DBE to address them.

6.3.9 Implementation of Professional Development Programmes

This study found that teachers' needs were not properly addressed. Almost all teachers and principals who participated in this study revealed that their needs had not been addressed, and that they did not see the benefit of identifying them. They indicated that they had attended workshops addressing the new curriculum. This implied that while the DBE officials were focusing on the implementation of CAPS workshops, other needs like teacher's individual needs were left behind.

The researcher concludes that one of the challenges that make the provision of professional development lag behind was lack of clarity and proper guidelines as to which professional development needs must be addressed by the DBE, and which ones by the schools. Another cause might be that the workplace

skills plans are done by the provincial department of education and there is no proper follow-up audit of whether all teachers have received professional development professional development in areas they identified. The principals submit the School Improvement Plan (SIP) to the circuit office which then consolidates all schools' needs and submits the consolidated report to the district. The district further consolidates them into the District Improvement Plan (DIP) and submits to the provincial offices (Chapter 2, Section 2.10). Finally, the province develops a workplace skills plan which features the consolidated needs of all the teachers. The workplace skills plan was well-thought-out and planned, but the researcher believes it is not easy to accurately implement it. The province has large numbers of teachers, and it is impossible to accurately capture the needs of each teacher in one workplace skills plan.

6.3.10 Workshops on Curriculum Issues

The participants indicated that they had attended workshops addressing the new curriculum and stated that they still needed more of them. They pointed out that the duration of the workshops was short, and proposed that more time was needed for the teachers to master all the strategies and content related to CAPS. It is important that the Department officials consult teachers and obtain their evaluation reports of the professional development programmes.

The researcher feels that the Department of Basic Education needs to take the issue of professional development seriously requiring urgent attention because there is a great demand for professional development. There have been reports regarding poor performance of learners at all levels. The Minister of Education Mrs Angie Motshekga championed the administration of Annual National Assessments (ANA) 2007 to find the causes of learners' poor performance especially in reading (Chapter 1, Section 1.3). The researcher believes that the preparedness of teachers should also be thoroughly checked as they are the major role players in the provision of education.

6.3.11 Staff Development in Schools

Both teachers and principals who participated in this study mentioned that they held internal staff development activities where they acquired knowledge about teaching techniques and methods that helped them to meet the standards required in the new curriculum (CAPS). The question is how effective those staff development workshops

that are organised in schools are, and also whether there are monitoring plans in place to ensure that they are regularly organised. According to Dilts (2002: 1), staff development programmes help teachers to:

- Be better at handling difficult pupils;
- Develop a greater understanding of different learning styles;
- Enhance learners' self-esteem, and therefore, their desire for positive reinforcement;
- Manage their own frame of mind and emotional state better, resulting in reduced stress and greater job satisfaction;
- Become more positive about learning, and to transfer this attitude to the learners; and
- Become more creative, imaginative and stimulating in their presentations.

Quattlebaum (2015: 2) identifies three characteristics of professional development, namely opportunities for active learning, content knowledge, and the overall coherence of staff development. According to Quattlebaum (2015: 2), the overall coherence refers to the staff development programme perceived as an integrated whole and development activities building upon each other in a consecutive fashion. It is crucial that the Department officials monitor the staff development programmes that take place in schools to ensure that they are up to the required standard and to ensure uniformity among schools.

6.3.12 Causes of Poor Teacher Performance

The participants identified different factors that can cause a teacher to perform poorly. As indicated earlier, there are challenges that can be caused by teacher themselves and require them to address these challenges, for instance, absenteeism and lack of positive attitude (Chapter 3, Section 3.4.3.2), and others like overcrowding in classrooms are caused by the school's situation (Chapter 1, Section 1.2.3).

The principals who participated in this study revealed that in general, teachers had negative attitudes towards the IQMS and seemed not to be comfortable with it (Chapter 5, Section 5.3.2.3). They highlighted that teachers' negative attitudes might be caused by different things like lack of motivation, lack of knowledge of the IQMS and not being confident with their teaching due to lack of proper interventions.

As a tool used to measure the quality systems in schools, the IQMS must be clearly regulated by the DBE in terms of its implementation to curb teachers' frustrations because of the time spent on its paperwork (Dhlamini, 2009: 189). The DBE (2011: 95) noted that teachers expressed their frustration with the IQMS processes which they found to be too lengthy and time-consuming, and suggested that the amount of paperwork involved should be reduced so that it can be more user-friendly.

6.3.13 Inadequate Monitoring of Progress

This study identified poor monitoring of work as a contributing factor to poor academic performance in schools. Monitoring of progress in schools is the responsibility of the SMT, circuit managers and subject advisors. The researcher observed during DSG meetings that they compressed the work which should be done throughout the year in one day. Teachers did this because they knew that monitoring by the Department officials was weak. This jeopardises the effective implementation of the IQMS. All school programmes and initiatives need to be well-monitored so that they can be efficient and achieve the goals they were organised for. Mafora and Phorabatho (2011: 212) state that there is a general consensus among some scholars that the principals are sometimes marginalised and do not receive specific professional development and development related to their task of managing curriculum change implementation.

Mailula (2004: 6) observes that the initial development and professional development for the implementation of curriculum change in South Africa was limited to teachers in the classroom during the implementation of OBE. Mulkeen, Chapman, DeJaeghere, Leu and Bryner (2005: 34) note that most professional development opportunities that principals, in particular, undergo are often brief and focused on the administrative tasks. The researcher, as the principal, observed that whenever a new curriculum is introduced, principals are trained for one day after teachers had already been trained for three to five days.

The main focus of this study was to find out how individual needs analysis of teachers was done in the foundation phase. The researcher observed that the monitoring of IQMS implementation in schools is very weak. In part, this was demonstrated by a big gap between what was happening in schools and what the policy prescribes. The schools that were observed in this study implemented the IQMS, but due to a lack of

proper professional development and monitoring, there were some gaps as reflected in Table 6.3 below.

Table 6.3: The gaps between what was observed happening in schools and what was required in the procedure manual.

WHAT IS REQUIRED IN PROCEDURE MANUAL	GAPS OBSERVED IN PRACTICE
The principal has the overall responsibility to ensure that the IQMS is implemented uniformly and effectively at the school (DoE, 2003b: 2).	There were no regular workshops for principals. Principals who participated in this study felt that there were so many challenges in the implementation of the IQMS. They indicated that they needed to be updated on new improvements.
Immediately after the initial advocacy and professional development on IQMS procedures and processes, each teacher should evaluate herself using the same instrument that will be used by the DSG. (DoE, 2003b: 7)	The appraisees observed from most schools did not evaluate themselves using the same tool that was going to be used by the DSG prior to classroom observation. They scored themselves during the discussion of scores with the DSG. The researcher sees this as a discrepancy as the right procedure was not followed accordingly.
Each DSG must have a pre-evaluation discussion with the teacher concerned (DoE, 2003b: 7)	The researcher learned that DSGs did not give themselves time to sit for pre-evaluation meetings. During the pre-evaluation meeting they are expected to look at the appraisees' PGPs so that they have an understanding of what the appraisees identified as their strength and weaknesses. Among other things, this was caused by the fact that the DSGs were rushing as they wanted to complete most IQMS processes on the same day.
In the procedure manual, there is nothing mentioned about post-evaluation meetings. DSGs were required to fill in templates	All DSGs observed conducted post-evaluation meetings. The shortfall observed in the meetings was that they focused on completing the post evaluation template

distributed to schools during their post-evaluation meetings.	instead of focusing on having a comprehensive discussion on the appraisee's performance.
The monitoring process is an on-going activity, which is conducted by departmental officials, SMTs, SDTs and DSGs (DoE, 2003b: 9)	The monitoring of needs analysis and other IQMS processes was found to be weak. This was evident in the participants' responses as they stated that their individual needs had not been addressed.
Teachers must be evaluated by the DSG only once per annum (DoE, 2003b: 7).	The PGPs and post-evaluation discussions were the only means of identifying the teachers' needs. The researcher observed that the above two were not effectively conducted. Some PGPs were not fully completed and almost all the DSGs did not give themselves time to discuss the appraisees' areas of development.

The principals who participated in this study stated that their role was to ensure that all teachers had a thorough understanding of the purposes, principles, processes and procedures of the IQMS. They reported that they needed regular workshops on IQMS, support from the IQMS coordinators and other officials of the Department of Education. The gaps indicated in Table 6.3 above revealed that more workshops were needed in the implementation of IQMS processes. As per policy, the principals are required to submit the scores of all teachers and the School Improvement Plans (SIP) at the end of every year. I observed during the post evaluation meetings that most DSGs did not follow the DoE management plan but squashed about three IQMS processes on the same day, for instance, pre-evaluation discussion, classroom observation, scoring and post-evaluation meetings. As a result, the DSGs ended up not doing all the processes properly because of limited time.

6.3.14 Poor Facilitation Skills

Poor facilitation of professional development distorts the information and demotivates the participants. Teachers can attend workshops but if the professional development content is not presented well, they can go back without gaining what they were required to learn. Most participants complained that some facilitators did not have

good facilitation skills which might have been caused by the fact that they were not well trained (Chapter 5, Section 5.3.1.6). Professional development facilitators are responsible for motivating and arousing the teachers' interest in order to receive well what is taught in that professional development. In this sense, it is critical that the DoE should be very careful when selecting people who facilitate at the professional development workshops. They should possess good presentation skills, be well-mannered, be motivators and have positive attitudes.

6.3.15 Sudden Changes

Changes are crucial for improving the provision of quality education. Some participants indicated that sudden changes in the curriculum contribute to poor performance, if they are introduced suddenly before proper professional development (Chapter 5, section 5.3.1.7). Some people resist change, but if it is well-planned, it can be positively received. It is important to monitor how employees accept change as they might undergo different emotions, like, resistance, angry towards the management or withdraw from being effective in their job. Barnard and Stoll (2010: n. p.) maintain that one strategy for reducing resistance in employees is to involve them in the change or empower them to make changes themselves.

6.3.16 Unavailability of Clusters/ Learning Communities

It is crucial for teachers to work as a team for the purpose of learning from each other. It was clear from the participants' responses that they should work together as grade teachers to do lesson plans and assessment programmes, but they indicated that they had not been involved in working in clusters with other schools. Some participants mentioned that they once had been involved in clusters, but they no longer existed in their areas. Teachers possess different forms of knowledge and experiences, and they can organise themselves into learning communities and share ideas about their profession (Chapter 3, Section 3.10.1). Consequently, by means of learning communities, teachers could be enabled to assimilate and respond to new areas of knowledge and to develop skills required to address issues as they emerge (Blandford, 2000: 8).

In general, teachers who work together are more likely to discuss the concepts, skills and problems that they encounter during their professional development. Secondly,

teachers who are from the same school, department, or grade are likely to share common curriculum materials and assessment requirements. By engaging in professional development together, they may be able to integrate what they learn with other aspects of their instructional context. Finally, by focusing on a group of teachers from the same school wherein some teachers may be new, professional development may help sustain changes in practice.

6.3.17 Lack of Professional Development

Professional development of teachers seems to be very weak, currently the workshops organised by the DBE were focussing on developing teachers for the implementation of the new curriculum. There is no clear evidence that schools do staff development regularly and that it is monitored by the DBE officials. The participants in this study voiced their frustration regarding the fact that their individual needs are not addressed (Chapter 5, Section 5.3.1).

Teachers need to develop themselves by means of attending workshops and studying towards obtaining a higher professional qualification to stay abreast of the changes in the teaching profession. A teacher who does not upgrade his or her knowledge and skills, would be left behind and not know the current professional or curricular changes. The DoE established the IQMS in 2003 and CPTD in 2007 to address the professional development needs of teachers (DoE, 2003a: 3; DBE, 2011: 6). If teachers are well-empowered and motivated in these programmes, their performance in class could improve.

According to the KZN DBE (2007b: 86), a large majority of teachers need to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. Bubb and Earley (2007: 44) posit that many teachers believe they are overloaded and simply feel that they do not have time for professional development and thus see it as a burden. Teachers need to be encouraged to participate in professional development programmes to improve themselves and acquire new skills.

6.3.18 Absenteeism and Late-Coming

Two principals who participated in this study identified absenteeism and late-coming as contributing factors to poor academic performance of learners. Teachers who are frequently absent from work not only cripple the smooth functioning of the school, but

are likely to be left behind in their work and not have enough time to cover the work specified for the quarter.

6.3.19 Support by School Management Team (SMT) Members

The teachers and principals who participated in the study stated that HODs give support to teachers by visiting them in class. HODs work closely with teachers because their main purpose is to monitor delivery of the curriculum; hence it is critical that they should attend professional development workshops on curriculum management in order to be equipped with the requisite skills.

All the principals in this study explained that they held SMT meetings once a week as directed by the KZN DoE (Chapter 5, Section 5.3.1.4).

6.3.20 Providing Support

The participants reported that the SMTs and DSGs provided support to them although they stated that they were not satisfied as the needs identified for the past years had never been attended to. During the fieldwork, I observed that the DSGs completed most processes of the IQMS on the same day that I went to observe post-evaluation meetings. They first met for pre-evaluation meetings, and after a few minutes they observed the appraisee in class, and then sat for a post-evaluation meeting.

The researcher was advised that they combined these processes because of the pressure from the circuit offices that they should submit scores and School Improvement Plans before the end of each year. This indicated that there was a need for monitoring the implementation of the IQMS throughout the year so that this tool could serve the purpose for which it was created, that is, enhancing teacher development. The DoE officials should not only require scores at the end of the year without knowing how teacher development activities took place throughout the year. The appraisees identified different contextual factors that hindered them from performing to the required standard. Some of these factors were beyond their control such as overcrowding in classes and the incidences of chronically ill learners who were frequently absent from school.

The study revealed that teacher support related to the required professional skills is lacking. Most teachers interviewed were concerned about the necessity and efficacy

of interventions on the identified needs. According to the DoE (2003b: 3), the developmental appraisal is intended to assess the teachers in an objective and participative manner with a view to determining their individual areas of strength and weakness, and drawing up programmes for their professional development.

Predominantly, the implementation of the developmental appraisal is weakened by elements of subjectivity such as bias, favouritism and lack of honesty on the part of appraisees and appraisers (Blandford, 2000: 122; Biputh, 2008: 205; Letlhoo, 2011: 62). Some principals revealed that sometimes teachers choose their friends as peers so that they could score them favourably after classroom observation. As mentioned earlier, the challenge with the IQMS is that the scores are used for remuneration purposes, and as a result, the developmental part of the IQMS is compromised because the focus is on getting high scores (Chapter 2, Section 2.10). To make the developmental appraisal worthwhile, it is necessary that the SMT members and departmental officials should take heed of, and deal with the above limitations.

6.3.21 Classroom Observation

According to the teachers who participated in this study, classroom observations were the key responsibility of the HoDs as well as class visits to give them support. The researcher is concerned that the participants reported that there was no evidence that the HODs or other members of the SMT made unannounced class visits. There should be at least a checklist that should be used by the SMT members to record what has been observed for future reference. In my view, unannounced class visits are crucial and likely to give the true picture of what takes place in that particular class on a day-to-day basis. My view is that what transpires during the classroom observations by the DSG members might not be a true reflection of what the appraisee does every day in class because teachers are notified beforehand about the class visit, and logically they prepare themselves thoroughly. The teacher also knows in advance the tool that will be used to evaluate her performance as she is required to do self-evaluation using the same tool (DoE, 2003a: 7), and this may further compromise the authenticity of the teacher's true performance.

6.3.22 Areas for Development

The researcher observed that teachers were not comfortable to mention their areas for development. One participant in this study said she did not have areas for development, which was unlikely since everyone needs to be developed in some area or another in the workplace. This could have been due to the fact that teachers were not well-informed on the purpose of the IQMS in relation to their work. The duty of professional development staff on the IQMS procedures and processes is left to the principals to do at the beginning of the year (DoE, 2003a: 7). Some principals interviewed in this study revealed that they had only been trained on IQMS when it was introduced in 2004 (DoE, 2003a: 8). They indicated that they wished that another workshop could be organised because there is a lot of confusion and contradictions regarding how the IQMS should be conducted.

6.3.23 Recommendations for Development

The DSGs were expected to also discuss the recommendations they proposed the appraisees should adopt to improve the areas they had identified. As mentioned earlier, the researcher observed that the DSGs focussed on filling in the forms and did not engage in constructive discussions aimed at giving the appraisees guidelines on to how they could improve the identified needs.

6.4 CONTRIBUTIONS OF THE STUDY

The study has generated knowledge that has the potential to improve the practice of individual needs analysis. This study emphasises individual needs analysis as a crucial aspect in the improvement of teachers' performance. Without doing needs assessment, it would not be possible to know the kind of intervention that a particular teacher needs. On-going professional development keeps teachers up-to-date with research-generated information on how children learn, emerging technology tools for the classroom, new curriculum resources, and forms of knowledge. The best professional development is on-going, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Guskey (2003: 748) suggested a wide range of indicators such as "assessment results, portfolio evaluations, marks or grades, scores from standardized exams and even behavioural measures such as attendance, retention and participation in

activities” as potential ways to determine if professional development is having an effect on student achievement and learning.

The researcher has developed the model presented below in Figure 6.1 to assist in guiding teachers to do needs analysis properly.

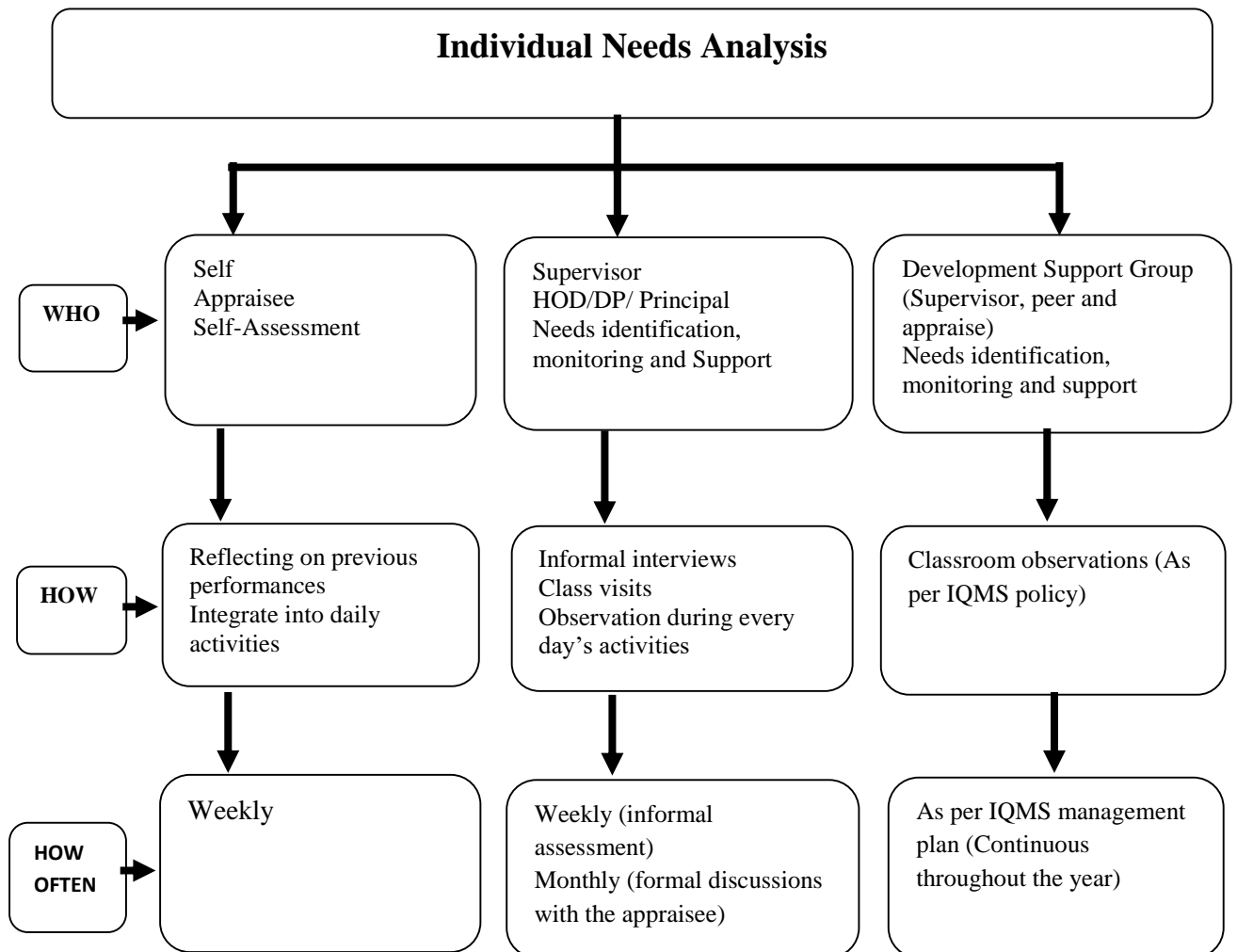


Figure 6.1: Implementation model of teachers’ needs analysis

The above model is intended to work as a guideline in schools on how they can do individual teachers’ needs analysis. The model integrates what the researcher advocates as a possible strategy for effective individual teacher’s needs analysis and IQMS processes as per the procedures manual. The model is easy to follow and it does not add too much workload on teachers. The strength of the model is that all activities specified are integrated into the daily activities. The researcher believes that the process of needs analysis involves answering the following three key questions:

- Who should do needs analysis?
- How should needs analysis be done?
- How often should needs analysis be done?

Hawley and Valli (1999: 138) identify eight principles for effective professional development. In their view, powerful professional learning designs are:

- driven by attention to goals and student performance built upon teacher involvement in identifying learning needs and shaping the learning opportunities and processes;
- school-based emphasising job-embedded learning;
- collaborative and problem solving;
- continuous and supported over time;
- information rich with multiple sources of information for evaluation of the outcomes based in theoretical understanding and utilising evidence and research to develop, support and advance learning; and
- part of a comprehensive change process connecting individual and collective learning to larger organisational issues and need.

6.4.1 The Persons Responsible for Needs Analysis?

Three categories of people should be involved in identifying the needs of all the teachers, namely the teacher, the supervisor (HOD, Deputy Principal and Principal) and DSG as per the IQMS. The researcher believes that the teacher, the school management team and the DoE should work together to see to it that the needs of each teacher are addressed properly. The literature review and empirical study revealed that currently, needs analysis is done by the teacher and the DSG once a year.

In addition to needs analysis that is done in the IQMS, this study proposes that teachers should have an opportunity to identify their needs independently without being assisted to do so as specified in the IQMS procedures, and that they should draft their PGPs in consultation with the DSG. This will help them to have a chance to do introspection and reflect on their previous performance. This would make them feel confident, independent, accountable and in control of their development rather

than waiting for the DSG. When employees are given a chance to participate in performance management process, the acceptance of the resulting decision is likely to increase, and their defensiveness during the appraisal interview is likely to decrease. Teachers may develop their personalised professional development plans, detailing their goals, the resources necessary to acquire new skills and the expected outcomes. The PDP should be aligned with the school, district, province and National Department of Education plans.

The supervisors should also do needs analysis on their own using their judgment. According to Aguinis (2013: 147), an advantage of using supervisors as sources of performance information is that they are usually in the best position to evaluate and understand performance in relation to strategic organisational goals, and are usually in charge of managing employees. The above statement emphasises the importance of supervisors in addressing the employees' developmental needs.

The DSGs are the third category that the researcher believes should do needs analysis as per departmental policy. As mentioned earlier, the DSG consists of the supervisor, an appraisee and the peer who is chosen by the appraisee. The researcher as a person, who has served for many years as a member of the SMT, has observed that some teachers do not choose peers who are knowledgeable as stated in the policy, but choose their friends or a teacher who is soft and would not critique their performance. Aguinis (2013: 147) contended that peer evaluations suffer from the following three problems:

- Peer evaluations may not be readily accepted when employees believe there is friendship bias at work;
- Peers are less discriminating among performance dimensions than supervisors; and
- Peer evaluations are likely to be affected by what is called context effects, for example, the situation in which peers evaluate communication behaviours.

In the light of the above challenges, I propose that the appraisee and the supervisor should identify the needs independently. They can report the information they have gathered about the appraisee's needs and improvement made at the DSG meeting. The researcher believes that by the time the appraisee and supervisor meet in the

DSG meeting, they would have addressed some needs. This can contribute to ensuring efficiency and maximising the level of needs identification.

6.4.2 Needs Analysis Process

Information about the appraisees' needs can be collected from different activities that they perform daily at school. Therefore, different methods should be used to assess how teachers perform their jobs in order to give support where necessary. It is not adequate to identify the teacher's needs once a year because it would not be easy to remember and capture all areas of development that might come up during the course of the year. In the post-evaluation meetings, I observed that the DSGs focused on identifying needs that they picked up during a single classroom observation.

The DoE (2003: 7) asserts that after the principals have conducted advocacy and professional development on IQMS, they should communicate with the other SMT members and the SDT about setting the dates for the DSG classroom observation visits. Teachers should be told as to when they would be observed in the classrooms. The researcher believes that a true reflection of the teacher's day-to-day performance will not necessarily be a true reflection of every day practice because, if the teacher knows that she will be visited for evaluation purposes, he or she would naturally prepare and rehearse well for the day. While it is not wrong to let the appraisees know when they would be appraised, informal and unannounced visits are also important as they have the potential to give the appraiser a clear picture of how the teacher is performing daily.

The researcher is aware that the HODs visit teachers in classes but it is questionable whether they record the observed shortcomings and the recommendations they have given to teachers. The records of the supervisor would assist in monitoring the teacher's progress and for reporting purposes to the School Development Team, principal and other departmental officials. There are needs that cannot be picked up during a single-shot observation, like the turnaround time between marking and giving learners feedback after a written exercise. Teachers who fall behind on those areas need to be supported and monitored closely because the learners' written work should be supervised to ensure that it is marked and returned to them on time in order to enhance their achievement.

6.4.3 Recommended Time for conducting Needs Analysis

Teachers should integrate needs analysis in their everyday activities, and immediately when they pick up that there is a gap in a particular area, they should seek support or ways of improving. The above model presented in this study indicates that at least once a week, a teacher should record what she has identified as a need to improve. The teacher should keep records indicating which needs have been identified, the date and the kind of support received. This can assist teachers to track their performance patterns and monitor their own progress. Assessment of learners should be integrated into teaching and learning, and teachers too should assess themselves during the teaching and learning process.

It is recommended that the supervisor (the SMT member) should record whatever gaps she finds in the teacher's performance and discuss means of improvement with the teacher. The following week, the supervisor should check whether there has been any improvement. At the end of every month, the teacher and the supervisor can have a formal meeting and discuss the gaps that were identified in that month and how much improvement has been achieved.

The DSG should stick to the improvement plan designed by the school. During the post-evaluation meeting, appraisees and their supervisors should report about the needs they had identified. The DSG would then reach a consensus about which professional development needs require to be sent to the School Development Team, so that they can be included in the School Improvement Plan.

It is assumed that this model could be a useful guide in improving and strengthening the way teachers do needs analysis. If teachers' needs are addressed in good time, effective teaching and learning can take place. The performances of learners can be improved.

6.5 RECOMMENDATIONS OF THE STUDY

Flowing from the findings of this study, the recommendations stated below are made.

6.5.1 Recommendation for practice

It is recommended that needs analysis be conducted more frequently throughout the year. This would enable the appraisee and the supervisor to identify the behavioural

and emotional gaps that need to be addressed with immediate effect, for instance, supervising teacher and learner school attendance, teacher and learner punctuality and class discipline. Currently, teachers identify their needs once a year when developing their PGPs. It is not right that the teacher only identifies his or her needs once a year. If the teacher's needs are not addressed in good time that would likely affect learners' performances. First and foremost, professional development needs to be responsive to teachers' learning and geared towards enhancing teacher performance. It needs to attend to authentic themes and issues in the day-to-day work of teachers in relation to student learning and be respectful of those theoretical and technical knowledge bases that inform the act of teaching (Broad & Evans, 2006: 39).

It is recommended that, in addition to the DSG class visits that are done once a year (as per the IQMS), at least once a term, a teacher should do self-evaluation and also that the immediate supervisor should evaluate him or her. Appraisee and their supervisors would then discuss a solution for the performance gaps identified immediately without waiting for the DSG to address them. This can help teachers take control of their own development. According to the KZN DBE (2007: 11), it is the responsibility of teachers themselves, guided by their own professional body, the South African Council of Educators (SACE), to take charge of their self-development by identifying the areas in which they need to grow professionally.

There should be a form that the appraisee and the HOD can use to record the needs identified per term. It is suggested that they should identify the needs separately, and meet to discuss what they have found and discuss recommendations for improvement.

Table 6.4: A sample of performance appraisal form

Key competencies	Principal's/HOD's Comments	Score (1-10)
Interpersonal Communication: Talking to others to convey information effectively as well as giving full attention to what other people are saying.	Very good. Always enthusiastic with customers and quickly develops a good rapport with new customers.	7

Knowledge of principles and processes for providing high-quality learner performance.	Produced good results last year. In this term, her work seems to have deteriorated, learners have not been given feedback on time, and the level of learners' written work is below the expected level.	4
Problem sensitivity and ethics: The ability to tell when something is wrong or is likely to go wrong, ethically or otherwise.	Excellent. Shows great ability to anticipate if contract negotiations are taking an unethical or unprofitable direction.	9

Adapted from Aguinis (2013: 221)

The above sample of a performance appraisal may be used by supervisors and the same form can be designed to be used by teachers for self-evaluation. The content of the form may be discussed in the SMT and staff meetings as to which competency areas will be looked at in that specific month depending on the school's needs.

Teachers need to be motivated, supported and encouraged to be committed in their work. Many teachers are demotivated and need to be monitored in order to do their work effectively. This was revealed by some of the principals who participated in the study. Schools cannot function properly if teachers do not show interest and commitment in their work. Kee and Therith (2010: 5) proposed that a better way around this is for management to combine extrinsic and intrinsic motivation to increase quality and pride in the both their work and teachers' work. Intrinsic motivation is the enthusiasm and positive stimulation an individual experiences from the sheer joy of an endeavour. SMTs need to work towards achieving their developmental objectives, including monitoring development in their supervisees. They should create an environment conducive for teachers to grow professionally. According to Beavers (2009: 27), providing environment that allows teachers to share similar experiences, brainstorm and problem-solve assist in creating solutions and building an atmosphere of trust.

Intervention programmes need to be strengthened so that all teachers could benefit from them. There should be clear guidelines as to which needs should be addressed by the schools, and which ones by the DoE.

According to the Skills Development Act 1998, all government institutions and companies should develop workplace skills plans, where all the employees' needs are recorded (Chapter 2, Section 2.19). Workplace skills plan for schools should be done at least at Circuit Office level so that they can be manageable and customised to local conditions. Currently, the skills plan is done at a provincial level which renders it hard to manage. This was evident from the participants' responses who said that they had been identifying the same needs over and over again, but no support had been received.

There is a need for proper processes to ensure that teacher development programmes contain high-quality content to help teachers master valuable skills relevant for their individual development needs. The Department of Education should hire professional development coordinators who will be stationed at the circuit offices and be responsible for monitoring, coordinating and organising matters related to teacher development. Among other responsibilities, the professional development coordinators could ensure that the professional development sessions are facilitated by suitable and well-trained facilitators. They could visit schools to monitor needs analysis and staff development programmes and to find out the problems they encounter regarding teacher development. Richardson (2003: 402) published a list of characteristics associated with effective professional development, stating that such programmes would optimally "encourage collegiality; foster agreement among participants on goals and visions; have a supportive administration; encourage and develop agreement among participants; acknowledge participants existing beliefs and practices; and make use of outside facilitator/staff developers".

Monitoring of teacher development in schools is weak and needs to be strengthened. The DBE has plans and policies on teacher development, but they seem to be ineffective. If the DBE intends to turn around the poor learner performance in schools, a focus should be shifted to finding out whether teachers are performing according to the required standards. Learners' deficiencies have been identified through ANA as well as the subjects in which the learners perform poorly.

Assessing learners through ANA is a good strategy because the researcher believes that this is another way of identifying the teachers' performance gaps. The chances that deficiencies that were discovered in learners from ANA results were caused by

teachers' performance gaps are high as it is evident according to the findings of this study. This is because teachers' needs have not been properly addressed and the monitoring is very weak. One of the key findings of this study is that only PGPs are currently used for needs analysis, but the researcher submits that the learners' end-of-year poor academic results should be used as an indication that the class teacher has performance gaps. Additionally, I propose that needs analysis should be done at least four times a year to ensure that it does not take a long time to identify the teachers' performance gaps.

The DBE officials should work closely with the SMTs to train them on how to monitor changes in teachers' performance and provide them with tools that they can use during monitoring and evaluation. There should be a checklist or forms that the SMTs can use for monitoring and evaluation so that a clear record could be kept. It is important for the SMTs to keep records of their work so that any official that comes for monitoring in schools could access those records. It could be easier to trace those who are struggling and offer them support.

The DSGs should follow the IQMS management plan designed for the school to avoid doing everything on the same day. The DBE distributes IQMS management plans at the beginning of the year and urges schools to develop theirs and spread them throughout the year. The SMT should monitor the DSGs to check whether they are performing their responsibilities during the planned time.

Facilitators should be carefully selected as they play an important role in ensuring that the participants receive valuable knowledge and they are motivated to go back to their workplaces to implement what they have acquired from the workshop. The Department of Basic Education should at least employ or train people who will be responsible for facilitating and running workshops in the District offices. In each district there should be a team of professional development facilitators who should see to it that the needs of schools presented by circuits are addressed. Harward and Taylor (2014: 78) contend that one of the most common mistakes made is to use subject matter experts as trainers without developing their facilitation skills.

The DBE usually makes use of teachers they believe are knowledgeable and subject advisors to train teachers. As much as this is important, it is important that they should be equipped with facilitation skills first so that they can have the ability to convey

knowledge effectively and engage the trainees meaningfully (Chapter 6, Section 6.2.13). The question is what good facilitation skills are and how they should be developed. Harward and Taylor (2014: 78) identify the following as some of the important facilitation skills:

- Being able to communicate and speak clearly and concisely, with good pronunciation;
- Being influential while being respectful;
- Being compassionate and able to develop a relationship with trainees;
- Being able to accept criticism;
- Being entertaining; and
- Being able to listen well to trainees' needs.

Teachers need to collaborate under proper guidance and support of departmental officials in order to shape their professional development and professional development. This is necessary because teamwork may provide learning opportunities for teachers to take responsibility for their own learning, as well as their professional development through sharing assessment practices, knowledge and experiences. Working in collaboration is a way of developing a professional community that responds to and explores common issues in teaching, learning and assessment. Furthermore, such collaboration can assist teachers to continually reflect on their practice to ensure that they are in tune with innovations and current policy requirements. There is a need to develop a sustainable partnership between teachers and policymakers. It is only in partnership that the expertise of policymakers may be appreciated, and where classroom teachers can view themselves as valuable contributors to the education system.

Teachers should be encouraged to participate in learning communities in order to network with other teachers from different schools. Teachers may collaborate with one another on instructional issues, as well as observe other teachers in classrooms, receive coaching or mentoring, and be involved in research. The benefit of working in teams is that professional learning teams can contribute significantly to schools by fostering a culture of collaboration and collective responsibility for the development of effective teaching practices. Teams may set up requirements for successful teamwork, for instance, respecting one another and setting time to meet regularly.

Teams need to carefully plan the process they want to follow to achieve their objectives. They can include the preparation of action plans, procedures for implementation of the curriculum, and methods of evaluating the impact of their work on teachers' practices and student learning. Teachers need to be aware that working with other people needs persistence and commitment. According to Broad and Evans (2006: 61), members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognise their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Teachers may hold discussions which can provide them with the opportunity to reflect on teaching and learning, and how to solve problems they encounter in their teaching practice. As a group, teachers may focus on learning more about assessing learners' understanding of key concepts, and look at assessment examples they have developed and critique their appropriateness. Teachers can also read and discuss educational research publications in a collaborative and supportive environment over an extended period of time to share knowledge about current educational issues. Professional learning communities can change teacher practices and increase learner achievement. Broad and Evans (2006: 76) maintain that organised groups provide the social interaction that often deepens learning and the interpersonal support and synergy necessary for creatively solving the complex problems of teaching and learning.

Teachers are provided with online support that provide individualised professional development, including samples of lesson plans, assessment tasks samples and lessons presentation. Many teachers, especially in rural areas, do not have access to internet; if this could be provided in schools, that would enable teachers to search for information related their specific needs. The researcher believes online resources are not as expensive as bringing in experts to offer pricey, day-long presentations. They can be integrated into the district's existing teacher improvement initiatives. The researcher as a teacher, can confirm that KwaZulu-Natal DoE has done a good job by supplying each school with laptops and desktop computers to be used by teachers. The computers now need internet connection and software with teacher development support. Online support can assist teachers to search for solutions to some of their

challenges, for instance, if a teacher wants information about how to present a certain lesson, the internet can come in handy.

Beavers (2009: 25) posits that most teachers would acknowledge the need for continued professional development on new technologies, updated educational standards and relevant classroom strategies. Electronic networks and other telecommunication media can assist teachers to enhance their own knowledge and abilities, and to communicate more effectively with others. Teachers need to keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning. Broad and Evans (2006: 58) assert:

as new technologies prove to be useful and become available in schools, teachers need to develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

6.5.2 Recommendation for further study

The study has established that there are serious challenges regarding professional development for teachers in schools. Teachers are complaining about not being provided with professional development support they require. Most learners in the foundation phase were found to be underperforming in some subjects. That is why the Department of Basic Education requires all foundation phase learners to write Annual National Assessment to identify the causes of the problems. The argument of this study is that more research needs to be undertaken regarding teacher development because the causes of the ANA problems might be a lack of skills of teachers. In this respect, the researcher views the following areas for possible further research:

- The efficiency and effectiveness of the monitoring plans of the Department of Basic Education in ensuring that teachers are provided with the required skills.
- The efficiency and effectiveness of the DSGs in implementing the IQMS processes.
- Strategies that can be used to motivate teachers to view the IQMS and other professional programmes positively.

- The extent to which teacher development programmes assist in improving the current state of education in the country.
- How staff development in schools can be strengthened for the benefit of all teachers.
- What kind of support newly appointed teachers require to in order to adapt well to a school environment.

6.6 LIMITATIONS OF THE STUDY

Although the research had achieved its purpose, there were some unavoidable limitations. The research was conducted in five primary schools out of 80 primary schools with the Foundation Phase in Imfolozi Circuit, therefore the results of the study might not be completely generalizable as the sample was restricted to small number of schools. The reason for selecting the sample was that this is a qualitative research which focusses on obtaining rich information from the participants. The other contributory factor to this limitation was the vastness and rurality of the area. I tried to overcome the limitation by interviewing two teachers, the principal and observe one Development Support Group from each of the five schools.

I observed that some teachers do not understand how research works. Despite that I wrote on the letters inviting teachers to participate in the study, teachers seemed to view the research as being assessed or interrogated. They made many excuses before giving me the meeting dates, like, they had other commitments after school and others kept on asking whether what they say was not going to be used against them. I kept on assuring them that the interviews observations were strictly confidential and the names of the schools were not going to be disclosed at any stage. Therefore, there might be probabilities that the lack of knowledge about research might have influenced the way they responded on some questions.

6.7 CONCLUSION

Needs analysis of teachers in the foundation phase is crucial. Without ensuring the professional development of teachers, improved curricula, proper assessment, well-resourced and safe schools may not be helpful. The main purpose of professional development is to bridge the gap between the teacher's current skills and the expected performance required by the job. Before any kind of professional development or

intervention is provided, needs analysis should be conducted to determine who needs what kind of professional development to avoid providing teachers with professional development they do not require. This study focused on how needs analysis is done in schools to ensure that teachers are developed on required needs. The empirical study revealed that there are inconsistencies regarding how teachers conduct needs analysis, of which they identify lack of time as the main contributing factor. This study has come up with simple model that teachers may use as guideline throughout the year to strengthen the effective identification of needs. It is simple to understand but embraces crucial factors of conducting needs analysis.

The study recommends that in addition to what is done in the IQMS, teachers should conduct their needs analysis at the end of each week without being assisted. The supervisors should conduct the needs of teachers under their supervision once a term and meet with the teachers concerned to discuss the recommendations. The researcher believes that the contribution of this study will assist in improving quality teaching and learning.

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APPENDIX A: INTERVIEW SCHEDULE FOR TEACHERS

Main question	Potential probing questions
<p>1. Have your professional development needs been assessed?</p> <p>2. What kind of intervention have you received?</p> <p>3. Have you received professional development support, if yes from who?</p> <p>4. After professional development does your DSG or supervisor monitor change in your performance?</p>	<ul style="list-style-type: none"> - How are they assessed? - What have you done to improve yourself professionally? - Did you receive professional development in any skills for the past two years? - What kind of skills are you short of? - What kind of skills does a foundation phase teacher should possess? - To what extent has your DSG assisted you? - Have you been assisted on the areas that you have identified in your PGP? - What role does your supervisor play in your development? - How have your other colleagues assisted you in your teaching? - Do you meet with other teachers to discuss learning content and lesson plans? - Have you been involved in teacher clusters, team teaching, cooperate groups or learning communities? - To what extent does the professional development assist you to bridge the gap in your performance? - To what extent does your professional development contribute to the improvement of learners' performances

APPENDIX B: INTERVIEW SCHEDULE FOR PRINCIPALS

Main Question	Probing questions
<p>1. How do you do individual needs analysis in your school?</p> <p>2. What kind of professional development does your staff receive?</p> <p>3. What are normally causes of poor performances to teachers?</p> <p>4. Which strategies do you employ to monitor individual performance?</p> <p>5. Are your staff members involved in team teaching/ Cooperative teaching /Professional Community?</p>	<ul style="list-style-type: none"> - Do you identify your areas of weakness, if yes, how? - How does your supervisor do your needs analysis? - Do you organise staff developments, if yes, how often? - Do teachers attend workshops organised by the Department of Education? - Are the workshops enough, if not, why? - How does gaps in performance of teachers impact on the learners performances? - What role does excessive absenteeism play in poor performance? - Are the members of your staff well motivated to do their work effectively, if yes, how is that evident? - How does your school management team deal with teachers who underperform because of personal issues? - After monitoring what do the leadership do? - Do teachers work together as teams? - Do teachers benefit from these team,

APPENDIX C: OBSERVATION SCHEDULE

The researcher will observe everything that will take place in the post-evaluation meeting of the participants. Among other things that will emerge from the proceedings the researcher will observe the following;

1. The number of members constituting the meeting.
2. Specification of the purpose of the meeting.
3. Are all members engaged in the discussion?
4. What are main issues emerging from the discussion?
5. Are they able to specify the weaknesses and strength of the appraisee?
6. What kind of assistance are they going to provide that will assist the appraisee?
7. Is the appraisee given a chance to state where she feels are her challenges in her teaching experience?
8. Are the members able to come up with sound solutions to the appraisee's challenges?

APPENDIX D: LETTER TO THE PRINCIPALS OF SCHOOLS

P.O. Box 1851

Empangeni

3880

10.06.2013

The Principal

Dear Sir/Madam

Re: PERMISSION TO CONDUCT ACADEMIC RESEARCH

I am Millicent Ngema, presently registered for Doctor in Education (D Ed): degree (Educational Management): at the University of South Africa (UNISA). I am conducting a research study entitled. "An effective use of needs analysis to promote the effectiveness of foundation phase teachers: The case of Umfolozi Circuit in KwaZulu-Natal".

This study will examine:

- How individual needs analysis for teachers are done in the Foundation Phase.
- The effective strategies that can be used to address performance gaps in the Foundation Phase Teachers.

Your school has been purposefully selected as part of the sample schools to be polled. It would be greatly appreciated if you and one foundation phase teachers participate in the research. The research involves semi-structured interviews and observing post- evaluation IQMS meetings. I undertake to ensure strict confidentiality with the information collected and respondents will remain anonymous. A copy of the report would be available to the Department or made available to individual schools on request.

If you are willing to participate in this research, may I request that you sign this informed consent in the spaces provided below.

Your co-operation in this regard will be highly appreciated.

Kind regards

.....

M. Ngema.

.....

...

I consent to participating in this research.

Signed:

Name:

Date:

Witness:

APPENDIX E: LETTER TO TEACHERS

P.O. Box 1851

Empangeni

3880

10.06.2013

Dear Colleague

Re: PERMISSION TO CONDUCT ACADEMIC RESEARCH

I am Millicent Ngema, presently registered for Doctor in Education (D Ed): degree (Educational Management): at the University of South Africa (UNISA). I am conducting a research study entitled. "An effective use of needs analysis to promote the effectiveness of foundation phase teachers: The case of Umfolozi Circuit in KwaZulu-Natal".

This study will examine:

- How individual needs analysis for teachers are done in the Foundation Phase.
- The effective strategies that can be used to address performance gaps in the Foundation Phase Teachers.

You are invited to participate in this research study. Your participation in this study requires an interview during which you will be asked questions about your opinions and attitudes regarding the topic of the study. The researcher would like to observe your post-evaluation meeting. The duration of the interview and observation will be approximately 60 minutes. With your permission the interview will be audiotaped and transcribed, the purpose thereof being to capture and maintain an accurate record of the discussion.

Your participation is voluntary and you will remain anonymous and the research will be treated with strict confidentiality. There is no financial remuneration for your participation in this study. Every effort will be made that all information provided by you be treated as strictly confidential. The findings of the research will be shared with all interested role players.

If you are willing to participate in this research, may I request that you sign this informed consent in the spaces provided below.

Your co-operation in this regard will be highly appreciated.

Kind regards

M. Ngema.

.....

I consent to participating in this research.

Signed:

Name:

Date:

Witness:

APPENDIX F: LETTER TO THE DEPARTMENT OF EDUCATION

P.O. Box 1851

Empangeni

3880

10.06.2013

The Circuit Manager

Lower Umfolozi Circuit

Private Bag x14

Empangeni Rail

Dear Sir/Madam

Re: PERMISSION TO CONDUCT ACADEMIC RESEARCH

I am Millicent Ngema presently registered for Doctor in Education (D Ed): degree (Educational Management): at the University of South Africa (UNISA). I am conducting a research study entitled. "An effective use of needs analysis to promote the effectiveness of foundation phase teachers: The case of Umfolozi Circuit in KwaZulu-Natal".

This study will examine:

- How individual needs analysis for teachers is done in the Foundation Phase.
- The effective strategies that can be used to address performance gaps in the Foundation Phase Teachers.

You are assured that the study will not in any way interfere with the normal running of the school. The name of the school and teachers will be strictly treated as confidential, but the findings of this research can be forwarded to your office should you wish so.

Your permission to conduct research in this Circuit will be highly appreciated.

Yours faithfully

.....

M. Ngema.

APPENDIX G: LETTER OF PERMISSION FROM THE DEPARTMENT OF EDUCATION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phisoa Ndlovu

Tel. 033 392 1053

Ref. 2/46/163

Ms M Ngema
P O Box 1851
Empangeni
3880

Dear Ms Ngema

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"A NEEDS ANALYSIS MODEL OF TEACHERS SKILLS TO PROMOTE THE EFFECTIVENESS OF FOUNDATION PHASE TEACHERS: THE CASE OF IMFOLOZI CIRCUIT IN KZN, SA"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June to 30 May 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Nkanyezi Primary
Kwambonambi Primary
Newpatane Primary

Ezishabeni Primary
Lubana Primary

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 23 July 2014

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1000 to 4200
EMAIL ADDRESS: education@kzndoe.gov.za; CALL CENTRE: 0860 596 363
WEBSITE: www.kzndoe.gov.za

APPENDIX H: UNISA ETHICS CLEARANCE



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

M Ngema [6927580]

for a D Ed study entitled

**A needs analysis model of teachers' skills to promote the effectiveness of
foundation phase teachers: The case of Imfolozi Circuit in KwaZulu-Natal,
South Africa**

has met the ethical requirements as specified by the University of South Africa
College of Education Research Ethics Committee. This certificate is valid for two
years from the date of issue.

A handwritten signature in black ink, appearing to read "KP Dzvimbho".

Prof KP Dzvimbho
Executive Dean : CEDU

A handwritten signature in black ink, appearing to read "M Claessens".

Dr M Claessens
CEDU REC (Chairperson)
mcdtc@netactive.co.za

Reference number: 2014 MAY /6927580/MC

19 MAY 2014