

**UNIVERSITY OF ZULULAND**



**FACTORS AFFECTING THE IMPLEMENTATION AND  
MANAGEMENT OF CONTINUING PROFESSIONAL TEACHER  
DEVELOPMENT IN THE ZULULAND DISTRICT, SOUTH AFRICA**

**BY**

**PETER EMMANUEL NKOSINATHI NSIBANDE**

**19850253**

**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS  
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**SUPERVISOR: PROF D.R. NZIMA**

**CO-SUPERVISOR: DR I.S. KAPUEJA**

## DECLARATION

I, **Peter Emmanuel Nkosinathi Nsibande**, solemnly declare that the dissertation hereby submitted to the University of Zululand for the degree of Doctor of Education in Educational Management has never been submitted by me or any other person at this or any other University. I declare that this is my own work in design and execution, and that I am aware of the implications of plagiarism as academic dishonesty, and therefore all sources used have been duly acknowledged.

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Signature

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Date

## **DEDICATION**

This study is dedicated to my beloved wife, Phindile Fionah; without her support, I would not have completed this study. To my children, Aphiwe and Akhona; may this study be an inspiration to you to never give up, knowing that all things are possible with the help and support from the Almighty who is always on your side.

To my late parents, Rev. A.E. Nsibande and Mrs D.B. Nsibande; you started this by believing in me and instilling the love of education in me.

To my in-laws, Mr E.F. Xakaza and the late Mrs D. Xakaza, for giving me the most perfect support system.

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## **ABSTRACT**

The study investigated factors affecting the implementation of Continuous Professional Teacher Development (CPTD) programmes in the Zululand District. CPTD programmes are the universally accepted strategies used to improve the performance of teachers. Whereas the performance of teachers defines the performance of learners; at the same time, the performance of learners is used as an indication of the quality of the country's education system. Therefore, the quality of CPTD programmes received by teachers determines the quality of an education system. It was established from literature that the reason why most CPTD programmes fail was that they were usually implemented using traditional methods. These methods included workshops, seminars, talks, and conferences which are brief and sporadic events in which teachers tend to be passive recipients of information, having no opportunities to collaborate with others. The researcher used qualitative approach in the study because he wanted to get the feelings and experiences of the participants in the implementation of CPTD programmes. The researcher used one-on-one interviews, focus group discussions and document analysis as research instruments. The study was conducted in all the five circuits of the Zululand District. The sample consisted of a district official, 2 principals, 12 School Management Team (SMT) members and 12 post level 1 teachers. The total number of participants was 27. An equal number of participants was drawn from primary and secondary schools. The key findings of the study were that district officials mostly used a traditional approach to implement CPTD programmes. Traditional programmes were characterised by once-off workshops which were not based on teachers' needs. These CPTD programmes did not have follow-up programmes set up to check on the effectiveness of CPTD programmes in the development of learner performance. Teachers were never consulted about their needs. All CPTD programmes were not based on adult learning theories. Teachers were not involved in the planning of CPTD programmes. CPTD facilitators did not have appropriate facilitation skills. Teachers were not encouraged to form collaborative structures like Professional Learning Communities. The study recommends that before district officials implement CPTD programme, they must undergo training on facilitation skills. Collaborative methods must be used in the implementation of CPTD programmes. Teachers must be involved in all implementation stages of CPTD programmes.

## LIST OF ABBREVIATIONS AND ACRONYMS

<b>CDE</b>	Centre for Development and Enterprise
<b>CPTD</b>	Continuous Professional Teacher Development
<b>CUREE</b>	Centre for the Use of Research and Evidence in Education
<b>DBE</b>	Department of Basic Education
<b>DHET</b>	Department of Higher Education and Training
<b>ELRC</b>	Education Labour Relations Council
<b>ISPFTEDSA</b>	Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025
<b>IQMS</b>	Integrated Quality Management System
<b>NEEDU</b>	National Education Evaluation and Development Unit
<b>NPFTED</b>	National Policy Framework for Teacher Education and Development
<b>OECD</b>	Organisation for Economic Cooperation and Development
<b>PD</b>	Professional Development
<b>PLC</b>	Professional Learning Community
<b>PLP1-PLP6</b>	Post Level 1 Teachers from Primary Schools
<b>PLS1-PLS6</b>	Post Level 1 Teachers from Secondary Schools
<b>PP</b>	Principal from a Primary School
<b>PS</b>	Principal from a Secondary School
<b>SACE</b>	South African Council of Educators
<b>SADTU</b>	South African Democratic Teachers' Union
<b>SIP</b>	School Improvement Plan
<b>SMT</b>	School Management Team

<b>SMTP1-SMTP6</b>	Members of the SMT from a Primary School
<b>SMTS1-SMTS6</b>	Members of the SMT from a Secondary School
<b>TIMSS</b>	Trends in International Mathematics and Science Study
<b>ZDS</b>	Zululand District Officials

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## CHAPTER 1

### INTRODUCTION AND BACKGROUND TO THE STUDY

#### 1.1 INTRODUCTION

All countries in the world are currently engaged in deep reforms of their education systems. It is understandable that before a country engages in the reformation process, it has to measure its performance against other countries. The results obtained from these tests determine the quality of education system in that country. In order to determine the quality of its education system, South Africa participated in a number of local and international tests of educational achievement. The results of these tests are used by concerned countries to evaluate the performance of their education systems in relation to other systems in the world. These studies therefore help determine the quality of the education system of a country. They also help participating countries identify areas in which they need to develop their system in order to be on par with other countries.

The first study the researcher looked at was the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ). This study revealed that of the 14 countries that participated in SACMEQ (2000), South Africa had the ninth highest Mathematics score and the eighth highest reading score. South Africa was behind in performance compared to low income countries like Botswana, Swaziland and Kenya. In 2007, in a similar study, South Africa was ranked 10<sup>th</sup> out of 14 African education systems that participated (Spaull, 2013, p.21). In the same study, of the 9 071 Grade Six pupils that were tested, 27 per cent were deemed to be functionally illiterate (i.e. they cannot read for meaning), while 40 per cent were classified as functionally innumerate (Spaull, 2013, p.21).

The same study also revealed that content knowledge of Mathematics for South African teachers was very low compared to teachers from Kenya, Zimbabwe, Uganda and Tanzania (Spaull, 2013, p.3-4). Teachers cannot teach what they do not know; therefore, their content capacity needs to be enhanced to match those of teachers

from the other countries. The study found that South African schools did not provide learners with the foundational knowledge and skills that should be acquired from school. What was most worrying about these findings was that the 2007 study revealed that there was no improvement in the results from the same study which was conducted in 2000 (Spaull, 2013, p.3-4)

In another study, the 2015 Human Science Research Council reported on the Trends in International Mathematics and Science Study (TIMSS), which showed that South Africa was second last among 48 countries that participated (Reddy et al., 2015). The top five highest performing countries in Mathematics were Singapore (621), the Republic of Korea (606), Chinese Taipei (599) Hong Kong SAR (594) and Japan (587). The lowest performing countries were Botswana (391), Jordan (386), Morocco (384), South Africa (372) and Saudi Arabia (368). When it came to Science, the top performing countries were Singapore (597), Japan (571), Chinese Taipei (569) the Republic of Korea (556) and Slovenia (551). The last five lowest performing countries in Science were Saudi Arabia (396) Morocco (393), Botswana (392), Egypt (371) and South Africa (358) (Reddy et al., 2015, p.3).

It was important to measure the performance of a country's learners in Mathematics and Science because these two subjects play a major role in determining the economic and social development of a country. The performance of learners in these two subjects helps to measure the efficiency of the country's education system in contributing to the economic and social development of a country. The above statistics show that the performance of the education system in South Africa contributed minimally to the economic and social development of the country. The results show that urgent steps need to be taken to help improve the quality of the education system in South Africa.

Another international study in which South Africa participated was called the Progress in International Reading Literacy Study (PIRLS) (Howie, 2017, p.70-71). PIRLS studies grade 4 learners' ability in terms of reading comprehension skills. All international studies stress the importance of reading for comprehension because this is the basic technique with which the child can access knowledge. PIRLS measured the reading and comprehension skills the child had developed as well as the abilities they

still needed to develop. It also assessed the accomplishment of educational goals and standards set by a particular country. In 2016, the first five highest performing countries in PIRLS were Russian Federation (587), Singapore (576), Hong Kong (589), Ireland (567) and Finland (566). The lowest performing countries were Iran (494), Kuwait (428), Morocco (358), Egypt (330) and South Africa (320). There were 50 countries that participated and South Africa got the 50<sup>th</sup> position. The study also revealed that there was no change in the performance of South Africa learners in 2016 as compared to the same study conducted in 2011 (Howie, 2017, p.70-71).

The above studies show that the South African education system is not performing well compared to other countries. The poor performance of learners and teachers as depicted by the above studies negatively impacts the quality of education provided by the South African education system. The quality of education is defined by Heyneveld and Craig (cited by Spaul, 2013) as encompassing both changes in the environment in which education takes place and detectable in the demonstrable gains in learners' knowledge, skills and values.

The above mentioned studies revealed that the poor performance identified in earlier years still persisted to the following years. This gives an indication that the efforts which were employed by South Africa to improve the situation had no effect. All the above studies have found that the South African learners were continuously underperforming; therefore, it shows there were no effective efforts made to change the performance of both teachers and learners in the South African education system.

Research has identified the quality of teachers as the most critical factor in determining learner performance (Centre for Development Enterprises, 2015). Therefore, if South Africa wanted to improve the quality of its education system, a good starting point would have been the enhancement of the performance of its teachers. The international accepted practice of improving teachers' performance is the professional teacher development programmes. The professional development programmes for teachers are defined by Carr et al. (cited by Petrie & McGee, 2012) as the key vehicles which have been designed to improve the quality of teaching and, in turn, improve learner achievement which determines the quality of an education system.

It is argued by Mestry, Hendricks and Bisschoff (2009) that the enhancement of teachers' performance using CPTD programmes has such a big impact on the quality of an education system that the other problems in the education system appear to have a very limited impact on the quality of the education system. This means that even if you could solve all other problems in the education system, if the quality of teachers in that system is not good, that education system will still perform badly. This was shown by the research studies mentioned at the beginning of this study which depicted that countries that are regarded as poor performing are better than South Africa. These countries spend far less in education compared to South Africa yet they outperformed South Africa in all educational achievements. The CDE (2015) revealed that South Africa spent more money in the education system than most African states but its performance was unacceptable.

Professional development programmes are about teachers' learning, learning how to learn, and transforming teachers' knowledge into practice for the benefit of learners' growth (Avalos, 2011). Similarly, Fletcher and Zuber-Skerritt (cited by Dichaba & Mokhele, 2012) states that professional development programmes are an important aspect in the teacher's career which help the teacher deal with the complexities of modern society. In the same way, Darling-Hammond (cited by Luft & Hewson, 2014) describes professional development as beginning before the teacher starts working in the classroom and continues until the final day of the teacher's career. Moreover, Trehearn (2010) viewed professional development as a life-long and collaborative learning process which nourishes the growth of individuals, teams and schools through daily job-embedded, learner-centred and focused approaches.

Therefore, professional development programmes have to be taken as an integral part of a teacher's career. They are continuing practices aimed at improving, or modernising the teaching practice in a powerful and purposeful way. This implies that South Africa must carefully identify and implement highly effective professional development programmes if it wants to improve the quality of its education system.

The process of professional development implies that the teacher must be personally involved in the process (Opfer & Pedder, 2011). As these programmes are designed for teachers who are adults, it is important that these programmes are based on adult learning theories. These CPTD programmes must be relevant to what is happening in

class so that they may have an immediate benefit to the teachers' needs (Steyn, 2011). What is learnt in these programmes must be in line with the country's priorities so that they might help in the attainment of national goals. Specialists conducting these programmes must use modern approaches; demonstrate powerful strategies; give support through their observations and discussions, and gradually let teachers own the strategies (Curee, 2012). CPTD programmes must offer teachers enough time to learn, practise, implement and think about new strategies that will enable changes in their practice (Darling-Hammond, Hyler & Gardner, 2017). These programmes must be monitored to determine their effectiveness. When designing these programmes, the environment from which the teachers come from has to be taken into consideration because different environments offer different challenges.

The findings of the afore mentioned studies proved that there was an urgent need for the Department of Education to intervene by providing development programmes which will assist in the enhancement of the performance of teachers. Amongst the first responses to the problem of teacher performance to be provided by the Department of Education was the introduction of the National Policy Framework for Teacher Education and Development (NPFTED) which was later enhanced to be the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTEDSA), 2011–2025. These programmes were aimed at giving guidance on the implementation of CPTD programmes. However, the results of the above studies reveal that these programmes have had very little effect in the improvement of the country's education system.

The question which then arises is why did these and other development strategies fail to improve the quality of teacher performance? Amongst the first issues to be analysed on the failure of these initiatives was whether these programmes were implemented correctly. The Department of Education has District offices whose basic function is to implement development programmes to schools which are aimed at improving the quality of an education system (Department of Education, 2010). The three studies indicated that the quality of the South African education is in a poor and it is now revealed that there are development programmes which have employed to remedy the situation. One of the logical conclusions might be that the professional development programmes are not effective. A follow-up question can be how could

these programmes be implemented properly in such a way that they can effect changes in teacher performance? It has also been established that it is the responsibility of the district of offices to implement these programmes. The question asked by this study is what challenges are faced by district offices to implement effective professional development programmes which will enhance teacher's performance?

It was argued by Fullan and Miles (cited by Bautista & Ortega-Ruiz, 2015) that scholars have established that many initiatives for educational improvement have not accomplished the intended goals because they have not provided teachers with appropriate professional development programmes. Therefore, if development programmes are supposed to be implemented by district offices and there is no change in the performance of the learners, it means that there are challenges faced by districts in implementing professional development programmes.

Patton, Parker and Tannehill (2015) argue that for professional development programmes to have an impact on the performance of teachers, they need to be directed, supported and championed by leadership in the district. The districts were established to implement and manage professional development programmes in schools because they are in a position to provide oversight, funding and support of the programmes. At the same time, Mavuso and Moyo (2014, p.1083) state that district offices are tasked with providing enough resources to enhance the quality of teaching and learning. The districts were established to bring education experts close to schools with the aim of making schooling effective. The core purpose of the district is to support the delivery of the curriculum and to make sure that all learners are afforded the best education experience (Robert cited by Mavuso & Moyo, 2014).

After a teacher has attended a professional development programme, they must become better teachers because the professional development programmes are meant to enhance the teachers' professional knowledge, skills, values and practice. But the previously mentioned studies show that South African teachers have been constantly performing below the required level. Education systems in the world compel their teachers to undergo professional development programmes because they are meant to update them on new developments and sharpen their teaching abilities

(Draling-Hammond, 2017). South Africa is no exception to other countries; through the South Africa Council of Educators (DoE, 2007), it has made mandatory for all registered teachers to attend professional development programmes on a continuous basis to cope with the constant changes in their profession. This was based on the premise that if there were radical changes which were taking place in society, teachers had to also embrace radical approaches to teaching and learning to achieve these societal expectations.

Therefore, SACE has a responsibility to make sure that the programmes offered to teachers contribute to their professional development. That is why SACE must develop very strict and stringent conditions in granting accreditation to different service providers who are going to offer CPTD programmes to teachers. Studies have shown that the quality of teachers could only be improved by continuously engaging them in professional development programmes done in a collaborative approach (Saunders, 2014). Such programmes increase the interest of teachers to participate, which then leads wanting to attend more of these programmes which automatically enhanced their performance. But then again it is districts that must make sure that these programmes are effectively implemented.

### **1.1 LITERATURE REVIEW**

According to Galabawa (cited by Mahmoudia & Özkana, 2014), a teacher is at the core of any classroom instruction. The classroom can be regarded as the heart of any education system because most educational activities are based in the classroom. The quality of an education system is then determined by what is happening in the classroom, which is the interaction between the learner, the teacher and the curriculum. It follows then that if you want to improve an education system, you need to improve what is happening in the classroom. Teachers are amongst the most prominent components who directly affect the quality of education because they are directly responsible for the quality of instructions imparted to learners in the classroom (Sahu, 2016).

Teachers must make sure that there is a realisation of the curriculum in the classroom with the ultimate aim of achieving the national goals of the education system. That is why Fullan and Priestely (cited by De Clercq & Phiri, 2013) argue that the teacher is

the most critical aspect in the realisation of a curriculum. Similarly, Barber and Mourshed (cited by Sayed & Badroodien, 2016) express the same sentiment when they state that the quality of an education system cannot rise above the level of its teaching. The importance of a teacher in an education system cannot be overemphasised since what is happening in an education system is directly affected by the quality of teachers of that education system. Equally, Koala (cited by SADTU, 2014) contends that no education system in the world, no matter how best it is designed and resourced, can succeed in achieving its national strategic objectives and vision if the teacher who is at the face of implementation is not adequately developed, motivated and skilled in the art of teaching and subject content.

Meister, Opfer and Pedder (cited by Bayar, 2014) state that a substantial number of research findings indicated a positive relationship between teacher quality and learner achievement, and this means that learner achievement relied predominantly on teacher quality. The same sentiment is echoed by Samuel (cited by Mchunu, 2014) who argues that the starting point when you want to improve the quality of an education system is the improvement of teachers' techniques and strategies. The quality of teaching cannot be developed without developing the quality of teachers (Qablan et al., 2015). Therefore, teachers will always determine the quality of a particular education system.

It had been established that teachers play an essential role in determining the quality of an education system. This makes it the responsibility of an education system to develop teachers' skills, their content knowledge and to provide them with the latest developments in the profession so that they can improve learner achievement. It should be remembered that it has been accepted all over the world that teacher professional development is an all important factor which plays a role in the production of effective teachers for the improvement of learner achievement (Draling-Hammond, 2017). This meant that teachers needed to be equipped with specialised and updated skills to perform their task. Steyn (2009) recommends that to ensure that all teachers are properly equipped to improve learner performance, it is imperative to find appropriate professional development programmes. If teachers are exposed to a number of appropriate development opportunities, they have a better chance of exposing learners to a multitude of educational experiences and this would

undoubtedly positively affect learners' achievements (Qablan et al., 2015). On this point, Mchunu (2014) advised that to remain relevant and prepared for their responsibilities; teachers need to adopt continuing professional development programmes. This explains why CPTD programmes were receiving international consideration in undertakings to implement new and revised curricula to improve learning in schools within complex teaching environments and even to improve the overall performance of an education system (Centre for Development and Enterprise, 2011).

SACE (2010) states that like all professions, teachers need to grow their knowledge and skills throughout their career. Furthermore, professional development opportunities help teachers to renew their commitment to the profession and to express their pride in the ideals of the profession (Mchunu, 2014). According to Avalos (2010), professional development requires cognitive and emotional involvement of a teacher, the willingness to examine the teacher's convictions and beliefs, and the teacher's inspection and presentation of appropriate alternatives for improvement and change. It, therefore, becomes essential for teachers to be exposed to quality continuous professional development programmes which shall improve their quality of teaching and make it easy for them to embrace change. But then again it is the correct implementation and management of professional development opportunities which will determine the quality of teachers and the level of their improvement (Sahu, 2016).

Teachers have to be involved right from the inception of the programme. In his theory of adult learning, Knowles (1998) states that adult learners have to be involved in the planning and evaluation of all the learning programmes. Teachers should be able to choose the most suitable professional development activities for their CPTD programme (Rasmussen, 2015). On the same note, Bertram (2011) argues that if the CPTD programmes are not informed by research on teacher knowledge and teacher learning, they will not lead to any learning by teachers.

Meanwhile, Guskey, Sparks and Starkey (cited by Bayar, 2014) caution that CPTD programmes come in different forms and magnitudes and therefore they differ in strategy and emphasis. It is for this reason that teachers' contributions are needed when a choice is to be made for these programmes. Equally, Avolos (2011) warned

that not every form of professional development, even those with the greatest evidence of positive impact, is in itself relevant to all teachers. This means that teachers have to be participants in choosing the professional development programmes which will be most suitable to change their performance.

In the case of South Africa, Hofmeyr (cited by Ntuli, 2012) claims that the poor quality of the country's education system is caused by teachers' lack of commitment and capacity. At the same time, CDE (2015) points out that if the capabilities of teachers are increased, their commitment increases. Therefore, what is needed in South Africa is to increase teachers' capabilities by employing relevant and effective development programmes; their commitment will in all probabilities improve the quality of the education system.

On the other hand, Sibeko (2014) warns that quality cannot be achieved automatically or be prescribed by management; it needs to be brought about by a change in the behaviour and attitude of everybody in the organisation. De Bono (cited by Kivunja, 2015) states that quality demanded that anything which was being done must always be done better. This means that everybody in an organisation must always look for better ways of doing things. This assertion implies that trying to gain quality is a continuous process which needs the commitment of all the members of the organisation. These qualities were identified when it was mentioned that for professional development programmes to be successful, they needed to have collaborative elements and be continuous. This highlights that continuity and collaboration amongst members are a very important aspects of an effective professional development programme. It can then be concluded that professional programmes are not a single event but a process towards qualitative performance of teachers, hence they are called Continuous Professional Teacher Development programmes (De Clercq & Phiri, 2013). The continuous nature of these programmes is one of the features which ensures that the CPTD programmes always produce quality results as compared to the traditional professional development programmes which are characterised by short, single event programmes

Again, management is defined as a set of activities directed towards efficient and effective utilisation of organisational goals (Bush & Heystek cited by Ndou, 2015). In

an education setting, one of these activities which need to be managed are professional development programmes which are aimed at making teachers perform maximally towards the realisation of the educational goals. Steyn and van Niekerk (2013) concur when they say it is educational managers who play a key role in the management of professional development programmes. The quality of management will determine how well professional development programmes are implemented, which affect the performance of teachers and by implication the quality of the education system. Equally, Bhat (2016) states that the quality of management is a continuous process, which requires total commitment from all members of the organisation especially top management. This means that for quality to be attained, all members of the organisation have to be totally committed to the attainment of quality products.

As CPTD programmes are international programmes, the researcher saw a need to briefly analyse how different countries in world are doing when they implement them. Although there are common features in all the CPTD programmes, the implementation of CPTD programmes is determined by the different situations and environments in different countries. Therefore, countries will have different implementation strategies for professional development programmes.

### **1.2.1 CTPD IN THE UNITED STATES OF AMERICA**

The United States of America developed strategies which were unique to their environment. Research in the U.S. had shown that for professional development to be effective in improving teaching practice and student learning, at least five features needed to be in place:

- (a) Content focus: activities that were focused on subject matter content and how students learn that content;
- (b) Active learning: opportunities for teachers to observe, receive feedback, analyse student work, or make presentations, as opposed to passively listening to lectures;
- (c) Coherence: content, goals, and activities that are consistent with the school curriculum and goals, teacher knowledge and beliefs, the needs of students, and school, district, and state reforms and policies;

- (d) Sustained duration: PD activities that are ongoing throughout the school year and include 20 hours or more of contact time; and
- (e) Collective participation: groups of teachers from the same grade, subject, or school participate in PD activities together to build an interactive learning community (Desimone & Garet, 2015, p.253).

In the U.S.A. there was a noticeable move away from one-time workshops, which in the U.S. had been common. In one-time workshops, teachers met for 1-3 hours to listen to a lecture on an isolated topic. This showed that PD providers increasingly understood the importance of sustained, content-focused PD, and were directing resources to ensuring that teachers had access to such activities (Desimone & Garet, 2015, p.257).

Another trend was the linking of PD to teacher evaluations. Principals were increasingly including in their yearly evaluations measures of how well teachers were implementing the knowledge and practice they learned in PD. This created a more coherent policy cycle, where the PD activities teachers engage in were explicitly valued and monitored by their school leaders, and became a formal part of the evaluation system (Desimone & Garet, 2015, p.258).

Another dimension was the increased use of video as a tool for classroom observation and coaching. With video-recordings of classrooms, administrators and researchers could use multiple protocols to code the observation on multiple dimensions, thus enriching the potential of data (Desimone & Garet, 2015, p.258).

The main challenge in the U.S.A. was the multiplicity of PD providers, because they did not work coherently. This resulted in PD teachers' experience being fragmented, with little continuity across PD opportunities, and little cumulative designs.

### **1.2.2. CPTD IN SINGAPORE**

Singapore is currently considered to be one of the world's top-performing countries in education, based on indicators such as students' test scores in international

comparisons, graduation rates, and percentage of students pursuing higher education (Bautista, Wong & Gopinathan, 2015).

With the initiative of Thinking Schools, Learning Nation, Singapore started to pay special attention to CPTD programmes offered to its teaching force. This initiative moved away from the traditional conception of the teacher as a technician to conceiving teachers as reflective professionals. Since then, PD has been considered a cornerstone to the improvement of teachers' capacity to teach to a higher standard. Subsequent initiatives launched were Teach Less, Learn More or the current professional development model, called Teacher Growth Model which had further emphasized the key role that teacher PD played in the improvement of education.

The Teacher Growth Model encouraged teachers to further their learning through a variety of formats and platforms. It conceptualized PD as a continuum that begins with initial preparation and induction, continual development and growth, and milestone programs for lifelong careers. Teachers in Singapore could undertake up to 100 hours of voluntary PD activities per year. The Organization for Economic Cooperation and Development study (OECD, 2014) showed that participation rates in different types of PD activities are much higher in Singapore than in other countries in the world.

Staff developers were appointed in many schools to facilitate the match between teachers' future career goals and the available learning opportunities, providing teachers with PD that was tailored to their competencies and interests.

There were three main PD providers for primary and secondary teachers. The National Institute of Education (NIE), which was the main provider of courses and programmes leading to higher qualifications in education. The second provider was the Academy of Singapore Teachers (AST) and six Centres of Excellence, which brought together teachers from different schools to provide them with networked learning opportunities. The schools could be considered as the third major provider, as many PD opportunities were embedded in the workplace. The Enhanced Partnership Model stressed the strong tripartite relationship between these three PD providers, ensuring the coherence and rigor of different opportunities offered to teachers in Singapore.

Teachers' learning was supported by the One Portal All Learners (OPAL), an online platform with several content management repositories containing useful information and learning materials. Regarding reform-type PD, the Teacher-Researcher Networks was one of the most interesting initiatives. Teacher-Researcher Networks were learning communities composed of researchers. The overall goal of these learning communities was to provide teachers with resources to engage in action research.

Much of the professional development of Singaporean primary and secondary teachers occur within school settings, where they have numerous work-embedded learning opportunities. In fact, it was understood that schools should be the main organizations that promoted teacher learning, and that schools themselves should be conceived as learning organizations. In 2009/10, after more than a decade of innovative PD initiatives, the Ministry of Education mandated all public schools to become Professional Learning Communities (PLC). This policy made Singapore the first country in the world to adopt the PLC framework nation-wide

### **1.2.3. CPTD IN AFRICA**

Like most countries in the world, African countries had recognised the importance of Continuous Professional Teacher Development Programmes in enhancing the performance of teachers which in turn would improve the performance of learners. It is believed that the CPTD programmes will ultimately help improve the quality of the education system in Africa even though most countries in this continent are still developing.

In Ethiopia, the country was aware of the vital role which was played by continuous teachers' development programmes in improving the quality of teachers (Gemeda & Tynjala cited by Xaso, Galloway & Ado, 2017, p.12). These programmes were seen to be extremely important in helping teachers to cope effectively with ongoing changes in the world and to improve the quality of education in that country. The changes in the world placed demands on the schooling system to respond positively to these changes. This required the country to offer teacher professional development programmes which would help them cope with the changes. Professional development programmes for teachers were seen to be playing a vital role because they provided opportunities for teachers to learn and grow within the profession whereby new

methods and approaches to teaching could unfold with constant change. This was in turn expected to have an impact on learner learning as teachers engaged through constant development and knowledge about the profession. It was expected that effective professional development opportunities for teachers would renew their capacity to improve classroom practice and would have a positive impact on student learning and achievement (Gemeda & Tynjala cited by Xaso, Galloway & Ado, 2017, p.12).

In Zimbabwe, teachers' conception of what they learn and how they professionally develop through their teaching roles is key to classroom practice and learner achievement because it influences teachers' educational approaches and choice of materials, content, and learner activities. Teachers in Zimbabwe have always considered professional development as important for the growth of individual teachers in their profession. The programmes were understood to be a long-term process which included regular opportunities and experiences planned systematically to promote growth and development in the profession (Mukeredzi, 2013, p.5-6).

A study conducted in Nigeria established that school managers found it difficult to meet new managerial expectations that were brought by the transforming educational environment (Nwangwa cited by Xaso, Galloway & Ado, 2017, p.12). The way forward, therefore, was to retrain school management teams not only on curriculum implementations but also on other areas that affected their performance as school managers. The findings of this study convinced the government and other education stakeholders to start programmes of retraining members of SMTs based on seven major skills which were needed to drive the nation's education forward. These were Policy Implementation Skills, Fundraising Skills, Technical Skills, Human Relations Skills, Curriculum Implementation Skills, Effective Communication Skills and ICT Skills. These changes required school managers to study, implement and assess teaching and learning outcomes, while at the same time providing performance based reports to the Ministry of Education in Nigeria (Nwangwa cited by Xaso, Galloway & Ado, 2017, p.12).

#### **1.2.4. CPTD IN SOUTH AFRICA**

South Africa, like most countries in the world, has accepted that CPTD programmes are a way to improve the education system. South African teachers need to be appropriately equipped to meet the evolving challenges and needs of the country (Steyn, 2010). There have been a number of curriculum changes in South Africa which have negatively affected teachers' performance. It was these changes which forced the DoE to pay particular attention to professional development of teachers to equip them with skills to address the changes. Besides the changes in the education system, research indicated that many South African classrooms lacked quality teaching skills that should be linked to subject content and pedagogy as the key teaching competence to improve learners' performance (Xaso, Galloway & Ado, 2017). Therefore, the South African government implemented policies and measures which were aimed at improving the situation which meant there were going to be fundamental changes to the education system.

To help teachers cope with changes, the Department of Basic Education instituted a number of CPTD programmes. Teachers were required to shift from old patterns or past orientations and embrace changes that could improve their knowledge as well as attitudes, values, skills and relationships (Maistry, 2008). They needed to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. Teachers needed skills in recognizing, identifying and addressing barriers to learning, including creating an environment conducive for teaching and learning, which would accommodate learners including those with disabilities and other special needs. These changes were to be imparted through well-coordinated CPTD programmes called the National Policy Framework for Teacher Education and Development (DoE, 2007).

In the National Policy Framework for Teacher Education and Development, the government listed a variety of CPTD initiatives and programmes that would enable teachers to maintain and develop their knowledge, skills and practice. According to this policy framework guided by the South African Council for Educators (SACE), teachers were expected to take charge of their development, planning and executing their professional development on continuous basis to cope with the continuous change in their profession (DoE, 2007). The South African Council for Educators

(SACE) was tasked with the responsibility of enhancing professional development of teachers and the overall responsibility for quality assurance, implementation and management of the CPTD programmes (DoE, 2007). Continuing professional teacher development was mandatory for registered South African teachers and aimed to acknowledge and encourage:

- (a) Individual teacher's endeavours to improve their own learning and develop themselves professionally;
- (b). Teachers' participation in collectively developing themselves and improving learning within their schools; and
- (c). Teachers' participation in professional development programmes offered by employers, unions and others to improve their learning and develop themselves (DoE, 2008: 5).

The National Policy Framework for Teacher Education and Development (NPFTED) was introduced with the aim of making the government provide environments which would be conducive for the implementation of CPTD programmes. This framework dictated how the national, provincial district offices and schools were to create environments to enable the implementation of CPTD programmes. Therefore, the success of the CPTD rested mainly on its management by the above agents. The programme which was mainly used by these structures was the cascade system. The cascade system was later proven to be ineffective in disseminating information (Maistry, 2008)

On the other hand, Jita and Ndladlane (2009) indicated that even if there was general acceptance of CPTD programmes as essential features for the improvement of education in South Africa, they had very limited effects on teacher development. It was for this reason that the South African government introduced a more streamlined policy which was based on the NPFTED, the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (DBE & DHET, 2011). These initiatives were aimed at contributing towards fulfilling the need for suitably, professionally qualified teachers in South Africa. The ultimate aim of teachers' continuing professional development was an improvement of their teaching practice.

In the Integrated Strategic Planning Framework, collaboration among teachers played more of a key role (Republic of South Africa 2011, p.92). In line with international trends, participants at the Teacher Development Summit (DBE & DHET, 2009) called for, inter alia, cooperative and collaborative working, networking and partnerships among all role players that should place the teacher firmly at the centre of teacher development activities, by establishing professional learning communities (Republic of South Africa 2011, p.13). Continuing professional development was made mandatory to all teachers and managed by SACE.

### **1.3 THEORETICAL FRAMEWORK**

The theory which was used to underpin the study is andragogy theory which is an adult learning theory. The andragogy theory was developed by Malcolm Knowles (1913-1997). This theory was used to offer an explanation about the art and science of adult learning, thus andragogy refers to any form of adult learning. Key constructs underlying this theory are a readiness to learn, autonomous learning, active participation in learning, critical thinking and reflection, and real-life relevance and application of learning content, material, or practice. The propositions advanced by andragogy would allow participants to effectively explore factors influencing the implementation and management of continuing professional teacher development programmes. The theory is discussed in details in chapter 3 of the study.

### **1.4 PROBLEM STATEMENT**

The South African government committed itself to improving the quality of its education system. It has adopted a number of measures to develop the performance of teachers which would result in the improvement of learner performance. These included the implementation of a number of CPTD programmes. These programmes were aimed at helping teachers grow their knowledge and skills. These programmes were developed to help teacher to continuously deepen their knowledge which would help them adapt in any new situation. The CPTD programmes aimed to continuously develop the teachers' capacity of helping children to learn, understand and develop. The CPTD programmes continuously help the teachers to renew their commitment to their profession so that they contribute towards a just and thriving nation. The CPTD programmes are meant to encourage teachers to participate in a collaborative learning process so that they share information with other teachers (SACE, 2012 p.1).

However, no matter how good the intentions of the CPTD programmes are, it appeared as if their aims were not achieved. In this study, it was depicted by the results of the three studies mentioned in the introduction, which have shown that the system of education in South Africa is continuously performing at an unacceptable level. Studies have demonstrated that there is a problem in the implementation of CPTD programmes as there was no improvement of the learner performance in schools. Yet a number of these programmes are supposed to have been implemented in schools. In-between the Department of Education and schools there are districts offices which are charged with the implementation of all government programmes, including the CPTD programmes, which are aimed at improving the quality of learning at schools. But the results of the studies found that learners are continuing to perform below an acceptable standard. Clearly there is a problem in the implementation of CPTD programmes at schools because they do not enhance the learners' performance. There have been a number of studies which have been conducted which erase the implementation of CPTD programmes in schools. However, it appears that there is a gap in the knowledge on the on challenges faced by district offices in the implementation of CPTD programmes in schools. The role that needed to be played by the district offices was not clearly articulated and analysed and this could have affected the implementation of CPTD programmes. The study looked at how the Zululand District officials implemented the CPTD programmes. Focusing on how these affected the proper implementation of CPTD programmes at schools. The study was focused on the Teacher development section of the district because this section is responsible for CPTD programmes. Schools were also visited to investigate the implementation and management challenges of CPTD programmes.

### **1.5 AIM OF THE STUDY**

The main aim of the study was to identify and explore challenges which were faced by districts in the implementation and management of CPTD programmes. The study had the following objectives:

1. To examine the type of CPTD programmes which were being implemented by the Department of Basic Education in the Zululand District;

2. To assess the support which schools received from districts in the implementation and management of CPTD programmes in the Zululand District;
3. To develop a model to effectively implement and manage CPTD programmes in the Zululand District.

### **1.6 RESEARCH QUESTIONS**

In this study, the researcher aimed to answer the following questions:

1. What type of CPTD programmes were being implemented by the Department of Basic Education in the Zululand District?
2. How appropriate were CPTD programmes received by schools to implement the management of CPTD programmes in the Zululand District?
3. What model could ensure effective implementation and management of CPTD programmes in the Zululand District?

### **1.7 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE**

It has been established that CPTD programmes played a significant role in the development of the quality of teachers. The findings of this study would help all the role players in the education department to begin to understand their roles in the implementation of CPTD programmes. The researcher hoped that all responsible officials especially in the district offices would begin to recognise the importance of correctly implementing CPTD programmes so that they could have a lasting impact in the performance of teachers at schools. The findings of this study would inform the Department of Education on what the different role players needed to do to make CPTD programmes effective, which would in turn improve the quality of the education system in South Africa.

The study would develop a model to help the DBE implement and manage CPTD programmes. This model would provide guidelines to help the implementation and management of CPTD programmes have an impact in the performance of a teacher. The model would help district officials develop inspiring and informative CPTD programmes; these programmes shall assist in the dissemination of new information and innovations effectively. It is hoped the findings of this study would provide district officials and other service providers with basic knowledge needed when CPTD

programmes are developed. It is also envisaged that the study would help the Provincial Department of Education increase the interest of teachers in the SACE managed CPTD programmes which shall enhance their content knowledge and their teaching skills.

### **1.8 DEFINITION OF BASIC CONCEPTS:**

The following concepts were relevant to this study as they outlined the important factors which contributed towards the implementation and management of CPTD programmes in the Zululand District.

#### **1.8.1 PROFESSIONAL DEVELOPMENT**

Avalos (2010) stated that professional development is about teachers' learning; learning how to teach and changing their knowledge into practice for the benefit of their learners' development. A number of terms have been used to describe professional development in education including in-service training, professional growth, on-job-training and personal development (Steyn & Niekerk, 2013).

#### **1.8.2 CONTINUING PROFESSIONAL DEVELOPMENT**

According to Meyer et al. (2016), continuing professional development is the process of continuously maintaining and developing oneself to improve performance at work. Continuing professional development is a personal commitment to keeping professional knowledge up-to-date and improving capabilities. Continuing professional development would assist the individual in their job performance and future development (Meyer et al., 2016).

#### **1.8.3 CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT**

Sabah et al. (2014) define Continuing Professional Teacher Development (CPTD) programmes as all those activities which teachers participate in during the course of their profession which are designed to improve their delivery. According to Kloosterman (2017), CPTD is a constant, organised and strategic practice which is used to enhance the professional capability, resourcefulness and improvement of teachers.

### **1.9 DELIMITATION OF THE STUDY**

The province of KwaZulu-Natal (in South Africa) has 12 education districts. The study was conducted in the Zululand District which has 5 Circuit Management Centres,

namely the Mahlabathini CMC, Nongoma CMC, Pongola CMC, Paul Pietersburg CMC and Bhhekuzulu CMC. Zululand is the largest district in the province of KwaZulu-Natal in terms of its geographical size, number of learners and the number of teachers. The district is made up of mostly rural CMCs with the exception of the Bhhekuzulu CMC which has a few schools in urban areas. The study was conducted in all the CMCs, focusing on the different positions held by teachers. The interview with a primary school principal was done at Nongoma CMC, while the interview with a secondary school principal was done at Mahlabathini CMC. Focus group interviews for SMTs in secondary schools were done at Pongola CMC. Focus group interviews for SMTs in primary schools were done at Paul Pietersburg CMC. Focus group interviews for secondary post-level 1 teachers were done at Bhhekuzulu CMC and focus group interviews for primary school post-level 1 teachers were done at Nongoma CMC. The district official was interviewed at the Zululand District offices in Vryheid.

## **1.10 RESEARCH METHODOLOGY**

A brief description of the research methodology used during the study is given here, a comprehensive description of the research methodology is given in chapter 4 of the study.

### **1.10.1 RESEARCH PARADIGM**

The study was based on the constructivism research paradigm which assumed that multiple realities are socially constructed through individual and collective perceptions of the same situation and it was more concerned with understanding the social phenomenon from the participants' perspectives (McMillan & Schumacher, 2010). The researcher felt constructivism was a relevant paradigm because the study aimed to get the participants' perspectives on the implementation and monitoring of professional development programmes

### **1.10.2 RESEARCH APPROACH**

The study adopted a qualitative research approach. As it has been stated that the adopted paradigm is constructivism, the research approach, which is always associated with constructivism is the qualitative approach. Qualitative research is aimed at understanding and interpreting the meaning of situations or events from the perspectives of the people involved and how they understand it. The qualitative approach was, therefore, selected in order to obtain detailed and in-depth knowledge

and understanding of the challenges facing the Zululand District when they implemented and managed CPTD programmes.

### **1.10.3 DESCRIPTION AND SELECTION OF PARTICIPANTS**

Purposive sampling was used in this study. Purposive sampling allowed the researcher to deliberately select participants who were experienced in the subject matter and who would make valuable contribution to the study (Oppong, 2013). The sample for this study included a district official from the teacher development section at the Zululand District office, two Principals, (one from a secondary school and the other from a primary school), 12 SMT members (six from primary schools and six from high schools), and 12 post-level one teachers (six from primary schools and six from secondary schools) (i.e. n=27).

### **1.10.4 DESCRIPTION OF PROCEDURES**

This study used semi-structured interviews to collect data. According to Flick (2009), interviews have an advantage in that the interviewed subjects' viewpoints are more likely to be expressed openly than in a standardised questionnaire. Seidman (2006) stated that at the heart of an interview is the need to understand people's lived experiences and the meaning they make of those experiences. Data for the study, which were collected from participants using in-depth interviews, were from the departmental official and principals from the two schools. The other data were collected using focus group interviews from SMT members and Post level 1 teachers. All the interviews were recorded using an audio-recorder.

The researcher also collected data using document analyses. When the researcher visited the district official, he asked to be shown all the documents related to CPTD programmes. This included distribution registers used to disseminate CPTD programme materials to schools and the training manuals. During the visits to schools, the researcher asked the participants to show him CPTD materials supplied by the DBE, minutes of CPTD programme meetings and Professional Development Portfolios.

### **1.10.5 DATA ANALYSIS AND INTERPRETATION**

The recorded data were transcribed and afterwards coded and categorised into common themes. Sekaran and Bougie (2016) state that the first step in qualitative data

analysis is the reduction of data through coding and categorisation. The researcher then did descriptive analyses of the themes.

### **1.11 PILOT STUDY**

A pilot study was conducted with a small group of 4 participants who were not part of the main study. The main aim of the pilot was to test the validity and reliability of the research instrument (McMillan & Schumacher, 2010). The pilot study helped the researcher identify unclear and ambiguous questions, and it also helped determine whether the questions elicited adequate responses (Dikko, 2016). It also helped determine the approximate time needed for each interview session. It also gave the researcher time to practise and perfect his interviewing skills. The researcher then made modifications where necessary before going into the field to collect data.

### **1.12 ETHICAL CONSIDERATIONS**

Before conducting the study, the researcher requested permission to conduct the study from the Research Directorate of the KwaZulu-Natal Department of Education. The researcher further requested permission from the District Director, Circuit Managers and Ward Managers to conduct research at the schools under their jurisdiction. The researcher also requested permission from the principals to conduct research in their schools. Consent was also requested from teachers and SMT members who were going to be participants in the study. The study was only conducted after an ethical clearance certificate was obtained from the University of Zululand.

### **1.13 KNOWLEDGE DISSEMINATION**

The information accumulated during the study would be distributed to the district officials to help them implement and manage CPTD programmes effectively. The information would also be distributed to affected schools to help the SMTs and principals develop effective CPTD programmes.

### **1.14 PLAN OF THE STUDY**

#### **Chapter one**

Chapter 1 provided the orientation and background to the study by giving a brief literature review. It provides the problem statement, the aim of the study and research questions. This chapter also presents the intended contribution of the study to the

body of knowledge. In this chapter, a definition of basic concepts is given. This chapter exposes the research methodology, data collection procedures and data analysis. In this chapter, ethical issues were also discussed.

## **Chapter two**

This chapter presents the literature reviewed on CPTD programmes. It also presents the South African version of CPTD programmes.

## **Chapter three**

This chapter is an exposition of the theoretical framework that underpins the study.

## **Chapter four**

This chapter presents the research design and methodology for the study, which include the population, sampling, data collection procedures and methods for data analyses.

## **Chapter five**

This chapter deals with the analysis and interpretation of data with the aim of making logical conclusions.

## **Chapter six**

This chapter presents a discussion of research findings.

## **Chapter seven**

This chapter gives a summary of the findings and recommendations. It also presents the proposed model for the effective implementation of CPTD programmes.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

This chapter presents reviewed literature about the challenges affecting the implementation and management of CPTD programmes. The analysis of these challenges is essential because it exposes how the implementation and management of CPTD programmes affects the performance of teachers, which in turn affects the performance of learners. The performance of learners is used all over the world as a yardstick to measure the quality of the education system of a country (Organisation for Economic Co-operation and Development, 2014). In this chapter, the following factors about CPTD are discussed: the concept of professional development and CPTD, approaches to CPTD, different models of CPTD, factors affecting the effectiveness of CPTD programmes and the implementation of the SACE-managed CPTD system.

#### 2.2 PROFESSIONAL DEVELOPMENT

The reformation of education is a continuous activity in which all countries in the world are involved. There is general consensus among policymakers, scholars and teachers that one of the key elements which contributes to the successful reformation of an education system is the professional development (PD) of teachers (Bautista & Ortega-Ruiz, 2015). The PD process is about teachers' learning how to learn and transform their knowledge into practices for the benefit of their learners (Avalos, 2010). Similarly, Guskey (cited by Bayer, 2014) pointed out that the PD of teachers is important because schools cannot be improved before improving the skills and abilities of the teachers themselves. This assertion is further emphasised by UNESCO (2015), which states that for changes to take place in an education system, the people involved must have the necessary professional competencies.

In order to expose the importance of PD programmes for teachers Rozdi, Ahmad and Mohamed (2016, p. 35) identify three broad features wherein it is used:

- Modification of knowledge and introduction of contemporary knowledge - this is when new concepts are introduced for the improvement of the present system.

- The renewing of skills and knowledge in accordance with the demand of the task - when there is a need to improve service delivery.
- Developing commitment as a catalyst of change in teaching and learning - this is when the programmes want to increase professionalism.

The same views are shared by Ariza and Poole (2018) when they point out that teachers must always be involved in PD for institutional developmental needs, such as teacher awareness, updating teachers' knowledge and adopting new teaching practices. Therefore, PD programmes are basically aimed at improving the performance of teachers. It follows then that if a country is determined to improve its education system, it has to pay particular attention to its teachers' PD programmes because it is the PD programmes which determine the quality of the teachers. This deduction is supported by Carrim (cited by Sayeed, Kanjee & Nkomo, 2013) who argues that the quality of an education system is determined by two factors, firstly the input, which is regulated by support, training and development which the principals and teachers have, and secondly, the output, in terms of the level of learner achievement. Therefore, it can be argued that it is not only the physical access to education which is important, but the quality of the education, which affects the development of a particular country's education system.

The above assertions imply that in order to improve the quality of an education system, there is a need to improve the quality of the teachers first. The quality of the teachers can only be enhanced if the teachers are continuously exposed to relevant PD programmes. Research has proved that development programmes do not have any effect on the enhancement of the quality of teachers if these programmes are not seen as a continuum (Darling-Hammond, Hyler & Gardner (2017)). That is why in this study, the phrase Continuous Professional Teachers Development (CPTD) is frequently used instead of Professional Development (PD). Therefore, it is only through CPTD programmes that teachers learn the ways and means of improving the performance of learners. Another reason is given by Bautista and Ortega-Ruiz (2015) who point out that teachers need to be prepared for lifelong learning so that they could adapt to new situations and respond to the changing demands of society in the classroom. It is only

through the CPTD programmes that teachers are empowered to face the daily changes taking place in the world and in the education sector in particular.

It was emphasised by Ariza and Poole (2018) that CPTD programmes are not to be taken as occasional activities because they helped the teachers to deal with the problems they daily encounter in the performance of their responsibilities. More importantly, the Hanover Research (2017) reported that it is during the CPTD programmes where teachers are exposed to a number of teaching strategies, the research behind them and how these could be implemented in classroom situations. Similarly, UNESCO (2015) stipulates that it is through CPTD programmes that teachers could develop the necessary skills to implement changes in an education system. In a summarised form, Liu, Tsai and Huang (2015) stated that CPTD programmes incorporate all the prescribed and casual education that enables people to improve their practice.

On the other hand, Kempen and Steyn (2016) point out that the most worrying issue in the South African education system is that despite a number of efforts by government and private sector to improve the quality of the education system, learners' academic performance reflects poor results in national and international comparative assessments. Subsequently, the Centre for Development Enterprise (2015) established that the most critical factor which determines learners' performance is the quality of teachers. Then, Carr et al. (cited by Petrie & McGee, 2012) emphasise that CPTD programmes are the highly recognised key vehicles which will help improve the quality of teachers, and, in turn, improve learner achievement. Similarly, Spaul (2013) notes that unless the teacher's ability and quality are improved, it is going to be difficult to raise learners' achievement. Likewise, Bayer (2014) holds the view that if there is an identified deficiency detected in the teachers' performance, the universally accepted remedy is the CPTD programmes.

However, on the other hand, Fullan and Miles (cited by Bautista & Ortega-Ruiz, 2015) warns that scholars have established that many initiatives intended for educational development have not succeeded because teachers have not been provided with the appropriate CPTD programmes. This point is further supported by Van der Berg and Gustafsson (2017), who state that CPTD programmes can improve educational

outcomes, yet the existing programmes have produced disappointing results; therefore, great care should have to be taken during the designing of CPTD programmes. Therefore, the different levels of teacher development are supposed to be taken into consideration when planning CPTD programmes.

### **2.3 APPROACHES TO CPTD PROGRAMMES**

It is crucial to describe different approaches used to analyse CPTD programmes because it is the approach to a CPTD programme which determines its success. There are two approaches which are usually employed in the delivery of CPTD programmes; namely, the traditional and collaborative approaches (Ono & Ferreira, 2010).

#### **2.3.1 THE TRADITIONAL APPROACH**

According to Steyn (2011), the traditional approach refers to those CPTD programmes like short courses, seminars and one-session workshops. When analysing the traditional approach, Ono and Ferrira (2010) pointed out that workshops, conferences, and courses which are associated with the traditional PD programmes are usually lacking in relevance to the day-to-day teacher class requirements. There is no collaboration amongst teachers; in that way, they do not affect the teachers' performance. At the same time, Maistry (2008) maintains that the traditional approaches are not useful as they do not improve the teachers' content knowledge and their teaching skills. In addition, Steyn (2009) notes that the traditional approaches assume that various CPTD programmes employed, like lectures presented by experts, automatically result in the enhancement of teachers' knowledge and skills.

In the same vein, Girvan, Conneely and Tangney (2016) asserted that when the traditional approach introduces new practices, it is a simple process of transmission and observation of expert teachers. The student-teachers are then expected to automatically reproduce the practices they have been exposed to, and in that way, the student-teachers shall be able to assimilate many new ideas and practices quickly. Similarly, Darling-Hammond Hyler and Gardner (2017) point out that traditional learning is mostly generic and lecture-based and is not directly related to the practices which the teachers find themselves in. In the traditional approach, teachers find themselves in sit-and-listen situations, which results in minimal activities. This system is also referred to as the sit and get approach whose disadvantages are that teachers

will only benefit as individuals, causing teachers to have different approaches to a similar problem, which results in a situation where there is no ripple effect of the solutions in the schooling system (Nishimura, 2014). The National Staff Developmental Council (2009) also reported that most traditional approaches usually cover several topics which are disconnected to what is learnt at school, and this information overload always lead to none of the information finding its way to the classroom and influencing the teachers' practice.

In South Africa, the culture of learning has been that of isolation, where a teacher works alone. This is a culture of instability which was created during the apartheid era but still exists in most schools. A study conducted by the DoE (2000) showed that teachers who were charged with the implementation of the new curriculum failed because of the CPTD programmes. The programmes included once-off workshops which were not planned with teachers. These workshops were not related to what was happening in class. The model of delivery was the cascade model which many scholars have dubbed it ineffective (Coe, Carl & Frick, 2011, p.1). These were typical traditional approaches; that is why they failed to improve the performance of the education system in South Africa.

In trying to improve the performance of the South African education system, a CPTD policy which is managed by South African Council of Educators was introduced. The problem with this CPTD system is that it predominantly focuses on individual learning due to the fact that individual teachers receive PD points when participating in activities, programmes and courses (Steyn, 2011). The working of teachers as individuals has been the cause of the rejection of most CPTD programmes. The long-established culture of teacher isolation and the limited time available for interaction among staff members do not promote interaction and cooperation between teachers which leads to very limited learning experiences.

Similarly, Bertram (2014) argued that the South African policy on teacher development (DBE & DHET, 2011) is not context-sensitive, and has a rather linear system for identifying teachers' needs. The failure of traditional approaches is largely based on the fact that they are not based on what is happening in class and they do not take into consideration teachers' environment. These programmes are irrelevant

to the actual professional development needs of teachers, and lacked follow-up through classroom-based monitoring, mentoring and support.

### **2.3.2 THE COLLABORATIVE APPROACH**

In defining the collaborative approach, Maistry (2008) states that it is characterised by collaboration amongst teachers, and it occurs over an extended period. In the same vein, Steyn (2011) observes that the content used during the programme is usually relevant or related to what the teachers are teaching in class and as a result, it has an immediate impact on teacher performance. This is supported by Ono and Ferreira (2010) who proclaim that in a collaborative approach, CPTD programmes are learner-knowledge centred and community-centred to maximise teacher learning. In explaining this approach, Stewart (2014) states that it is a move from the passive PD programmes to those which are active, based in the classroom, reliable and supported by other teachers. Furthermore, Stewart (2014) maintains that the collaborative group should have common needs so that there could be unity, which then allows members to critique one another honestly. This will enhance the feedback cycle, thus contributing to the improvement of teacher performance.

During these collaborations, Vangrieken, Meredith, Packer and Kyndt (2017) point out that teachers' own experiences and practical needs are taken into consideration as essential to the CPTD programme, and in that way, the teachers can provide learning on their own, without relying on external experts. For Darling-Hammond Hyler and Gardner (2017), collaboration must be between individual teachers, or between small groups within the school, between teachers from other schools, it could also be collaboration with other professionals from outside the schooling system. Darling-Hammond Hyler and Gardner (2017) see this approach as the solution for teachers in the remote or rural areas because the new information gained by teachers from urban areas can now rapidly reach those in remote areas, who belong to the same group.

Table 2.1 below compares and contrasts the traditional and collaborative approaches.

**Table 2.1: The two approaches to professional development**

Traditional Approach	Collaborative Approach
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<ul style="list-style-type: none"> <li>• The objective is to have teachers who are equipped in following inflexible and endorsed classroom schedules.</li> <li>• Teachers are 'prepared' to take after designs. They are obliged to take after rules and systems as indicated by the Department of Education.</li> <li>• Results in passive learning, as the workshops or classes are commanded by the facilitators with long dialogues.</li> <li>• Professionally driven, as all PD programs are introduced by facilitators.</li> <li>• Little incorporation of the teacher's knowledge and classroom materials.</li> <li>• A positivist base. PD is segregated from genuine classroom circumstance.</li> </ul>	<ul style="list-style-type: none"> <li>• The objective is to have teachers who are intelligent experts who can make refined skilful decisions.</li> <li>• Teachers are prepared to be empowered experts. They are occupied with group discussions examining advanced teaching strategies.</li> <li>• Results in dynamic and participatory situations where all members are given a chance to partake.</li> <li>• A school-based model in which all teachers take part and offer their perspectives.</li> <li>• Teachers are encouraged, as they are given a chance to interconnect with each other.</li> <li>• A constructivist base. Learners' knowledge of their own translation.</li> </ul>
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**Source: Ono & Ferreira (2010)**

## **2.4 MODELS OF PROFESSIONAL DEVELOPMENT**

Beside the different approaches to CPTD, CPTD programmes has been analysed through different models proposed by various scholars (Ariza & Poole, 2018). Boylan, Coldwell, Maxwell and Jordan (2017 p.2) have identified the following models: liner path models proposed by Guskey and DeSimone, multipath way model proposed by Clarke and Hollingsworth, systems model by Opfer and Pedder, micro-level of professional learning by Evans, and purposes and outcomes of professional learning activities by Kennedy.

In this study, the Kennedy model was adopted as it was felt to be a more relevant model to this study because it deals with the purposes and outcomes of CPTD programmes which is what this study aims to analyse (Boylan, 2017). The Kennedy model is directed towards improving the performance in the classroom and transforming the education system (Swennen, 2018). The Kennedy model is about linking what teachers have learnt to what is going to happen in class (Robertson, Curtis & Dann, 2018).

The Kennedy model consists of the following models (Sywelem & Witte, 2013, p.885):

(a) **The training model:** This model provides teachers with the opportunity to update their skills to be able to reveal their capabilities. It is generally delivered to teachers by a professional, with the programme regulated by the provider and the teachers placed in a submissive role.

(b) **The award-bearing model:** This model depends on or stresses the completion of award-bearing programmes, usually, but not exclusively authenticated by universities and other institutions. The external authentication can be viewed as a mark of quality declaration and can also be regarded as an exercise of control by the authenticating and/financing body.

(c) **The deficit model:** According to this model, PD programmes are explicitly designed to address an observed discrepancy in teachers' presentation.

(d) **The cascade model:** This model comprises of a situation where teachers attend a training session and then cascade or spread the information to other teachers.

(e) **The standard-based model:** This model describes an aspiration to produce a system of teaching and teacher education which can generate and scientifically confirm connections between teacher efficiency and learner learning.

(f) **The coaching/mentoring:** This model is characterised by one-on-one relationship between two teachers and is intended to support PD.

(g) **The community of practice model:** This model differs from mentoring/coaching because it involves engagement between more than two teachers. In this case, confidentiality is not held in high esteem.

(h) **The action research model:** In this model, teachers ask critical questions about the teaching practice.

(i) The **transformative model:** This model has as its base, a combination of practices and conditions which support transformation.

Moreover, Kennedy (2014, p.6 – 13) consolidated the nine models into three wide-ranging classifications or groups, namely:

- **The Traditional / Transmission group:** Kennedy states that this group includes the following models: the training model, the award-bearing model, the deficit model and the cascade model. This group relies on teacher development through externally delivered expert tuition, focusing on technical aspects of the job, rather than issues related to values, beliefs and attitude; in short, it supports replication and compliance. Similarly, Ariza and Poole (2018, p.254) note that in the first two models (training and award bearing), teachers are characterised as passive recipients of information, while the deficit model requires the teacher to work on an identified problem, and the cascade model requires the teachers to share what they have learnt with others.
- **The Transitional group:** Kennedy states that this group includes the following models: the standard-based model, the coaching / mentoring model and the community of practice model. Ariza and Poole (2018, p.254) maintains that in this group, the move is more towards teacher development than learner achievement, as it is made up of elements which are leading towards professional autonomy.
- **The Transformative group:** According to Kennedy, this group includes the action research model and the transformative model. Sywelem and Witte (2013) proclaim that this group is characterised by the internalisation of concepts, reflection and construction of new knowledge. In other words, it also supports professional autonomy. At the same time, Ariza and Poole (2018, p.254) assert that in these models, teachers are required to take note of their practice and their conditions of practice and use these aspects to develop themselves as teachers.

## **2.5. FACTORS AFFECTING THE EFFECTIVENESS OF CPTD PROGRAMMES**

It has been noted earlier in this chapter that it is the effectiveness of CPTD programmes which influence their impact on teacher learning and, subsequently, learner accomplishment. For the CPTD programmes to be effective, Ariza and Poole (2018) argue that CPTD programmes have to respond to the challenges being faced by the teachers. In addition, they have to be designed in such a way that they prepare the teachers for curriculum implementation and consider teachers' perceptions. Hence, Darling-Hammond, Hyler and Gardner (2017) define an effective CPTD programme as an organised, professional learning activity which results in the alteration of teacher practice that will lead to the improvement of learners' results.

On the other hand, Guskey (cited by Saunders, 2014) warned that since teachers work in different environments, we cannot make a conclusive list of elements for effective CPTD programmes, but rather have to consider an assortment of basic elements which make the programmes more effective. This view is also supported by Saunders (2014), who suggests that CPTD programmes need to be accepted and contextualised for specific purposes and situations, and then be combined with core elements. The following discussion focuses on factors which the researcher felt contributed to the effectiveness of CPTD programmes.

### **2.5.1. COLLABORATION**

The Centre for the Use of Research Evidence in Education (2012) suggested that for CPTD programmes to be effective; there is a need to involve all the staff members so that they could work together with their peers to identify the starting points. On the other hand, the Centre for Development and Enterprise (2015) recommended that in order to improve the teaching and learning needs of a particular school, the starting point has to be the involvement of all proficient teachers. These teachers will have to help in developing professional teaching practice standards for other teachers. In addition, Darling-Hammond, Hyler and Gardner (2017) point out that all CPTD programme priorities have to be aligned with the school and district priorities. This will bring about the collaboration needed amongst all role players.

The importance of collaboration is further highlighted by Bautiska, Wong and Gopinathan (2015) who assert that the collaboration of teachers during the CPTD programmes does not only develop teachers' content and pedagogical knowledge, but it also brings about a sense of belonging, camaraderie and solidarity among teachers of the same school and other schools. The collaboration in the planning and implementation of CPTD programmes help teachers to selflessly dedicate themselves to the profession.

The collaboration of schools helps to raise pupil aspirations, confidence and self-esteem in poor performing schools; this affects both learners and teachers (Curee, 2012). Similarly, Bautiska, Wong and Gopinathan (2015) claim that during collaboration, teachers discuss and share effective pedagogic practices on specific subjects, a process which helped sharpen their skills and increase their performance, while at the same time raising their self-esteem and the confidence of their learners. The significance of collaboration is also highlighted by Caena in a report which was commissioned by the European Commission (2011); it found that teachers agreed that the most popular CPTD programmes were peer observation and sharing practice, which were collaborative activities. This implies that teachers enjoy working together, which allows the sharing of ideas and skills.

The Hanover Research (2017) conducted in the United States of America reported that collaboration had to be encouraged because during these activities, teachers discuss problems which cut across the whole professional spectrum and this makes them develop a shared understanding of the instructional philosophy. This means that because of collaboration, schools could be turned into learning environments for both teachers and learners. The practices of collaboration could also go beyond teachers in the same school, to be between schools in the same circuit, between teachers of the same province, up to teachers of the same country and beyond, as long as they share the same sentiments about a particular topic. On that note, Husbands (cited by Stoll, Harris & Handscomb, 2012) identified three principles of successful collaboration, namely, collaboration between schools, collaboration across time and collaboration with external partners. This means that collaboration is not limited to a particular sector, group or environment.

The importance of collaboration amongst teachers is also recognized by the DoE (2004) when it states that the core democratic professionalism is an emphasis on collaboration, cooperative action between teachers and other stakeholders (DoE, 2007). That is why Mpahla and C.I.O. Okeke (2015) suggested that to solve South African education problems, workplace practises need to be developed in South Africa because this is where teachers can share ideas in order to assist each other. It is encouraging to note that the principle of clustering schools as a form of collaboration has been adopted by most districts in South Africa. This forms the bases of other future collaborative efforts in South Africa.

### **2.5.2 APPLICATION OF ADULT LEARNING PRINCIPLES**

Teachers are adults and, therefore, it becomes imperative that when teaching them, adult learning principles are applied. It is for this reason that Bickmore (2011) suggests that for CPTD programmes to be effective, they should be based on adult learning principles. These learning principles are drawn from adult learning theories which all agree that adult learning must be based on adults' personalities, needs, and learning styles. Work and life experiences influence their views on education, learning and ultimately continuing professional development. Adults want to understand why it is necessary to learn something and require their learning to be of value and meaningful. Both physical and psychological changes need to be acknowledged in adult learning. To support adult learning, social culture and social context need to be understood. Adults learn through experiences and approach learning in the form of problem-solving (Grado-Severson cited by Steyn, 2013, p.280). A more comprehensive analysis of an adult learning theory is provided in Chapter 3.

### **2.5.3 SPECIALIST SUPPORT**

The specialist during the CPTD programmes has to facilitate, demonstrate support, encourage, and challenge teachers to try new approaches. Steyn (2009) emphasises that specialists, in addition to their knowledge of performance, have to have a good understanding of what is happening at the ground level, so that they can easily relate with the problems faced by teachers. At the same time, Timperley (2008) is adamant that specialists who simply promote their preferred practices are less effective than those who involve teachers in discussing and developing understandings that are meaningful in that practice.

Bautista and Ortega-Ruiz (2015) point out that the reason why CPTD programmes are disconnected from classroom practices and are not catering for teachers' needs and interest is that they are sometimes conducted by providers who are not well-equipped with relevant knowledge on CPTD theory and practice. Therefore, Timperley (2008) urged that specialists have to know the content of the relevant curricula challenge and have to present new possibilities on teaching methods that make a difference for the learners. Therefore, the specialist has a duty of showing teachers how to connect theory to practice.

The Centre for the Use of Research Evidence in Education (2012), in a study conducted in Europe, indicated that CPTD programmes have to be supported by specialists in that particular field, who have to be drawn beyond the teacher's immediate environment. These specialists would have to model the new approaches, show powerful strategies, give support through their observations and discussions and gradually let teachers own the strategies (Curee, 2012).

On the other hand, Bayer (2014) noted that teachers lose interest in all CPTD programmes if they find that the facilitator is not fully prepared and does not know basic information about the concepts. This is confirmed by a survey conducted by the public service commission (cited by Van der Voort & Wood, 2016) in three provinces of South Africa where it was found that principals were complaining that they could not sit with departmental officials to discuss problems they had at schools. In some cases, the officials were so incompetent that the principals had to guide and inform them on management issues. These findings implied that there could be no effective implementation of CPTD programmes by departmental representatives because they had demonstrated lack of basic knowledge about CPTD programmes.

#### **2.5.4. MENTORING AND COACHING**

Mentoring is described as the sharing of skills and knowledge about content evidence-based practices focused directly on the teachers' individual needs (Darling-Hammond, Hyler & Gardner, 2017). It is for this reason that Stanuli, Wexler, Pylman, Guenther, Farver, Ward, Croel-Perrien and White (2018) stipulated that mentoring must focus on the what, why and how, of teaching. During this process, the mentor guides the mentee

towards the anticipated outcome of the CPTD programme. On the same point, Lofthouse, Leat, Towler, Hall and Cummings (2010) suggested that the mentor has to engage in a sustained professional dialogue with the mentee, which focuses on developing specific skills to enhance their teaching.

Teacher coaching is regarded as a key lever for improving the teachers' classroom instruction and for translating knowledge into new classroom practices (Kraft, Blazer & Hogan, 2017). This is a very important feature of a CPTD programme because it is the nature and quality of the questioning and discussion between teachers and facilitators which eventually lead to the alteration of learners' behaviour. It is further suggested by Knight (2011) that during the mentoring and coaching process, the coach or mentor and the student or mentee observe each other with the aim of correcting and improving the student's/mentee's skills.

However, Kraft, Blazer and Hogan (2017) indicate that there is a small difference between mentoring and coaching, in the sense that mentors provide advice on work-life balance and how to interact with school leadership, both of which are situated outside of the teachers' classroom while coaching programmes are broadly defined as in-service CPTD programmes where coaches observe teachers' instruction and provide feedback to help them improve their performance in class. The foregoing definitions of the two concepts highlight that the two processes are different but complement each other.

A European study conducted by the Centre for the Use of Research Evidence in Education (2012) established that CPTD programmes had to be accompanied by mentoring and coaching, which would help contextualise the contents of the programmes in the day-to-day operations. On the other hand, the Hanover Research conducted in America (2017) reported that for mentoring to be successful, the teachers needed to meet with their coach before a CPTD programme, during the CPTD programme and after the CPTD programme, to continuously evaluate success and areas of improvement.

One of the findings from the studies which were presented at the beginning of this study was that most South African teachers did not have enough subject content

knowledge which affected their teaching capabilities. It was then suggested by Jansen (2016) that to improve the South African system of education you need to adapt a mentoring model where poorly performing teachers are paired with highly experienced teachers with a track record of achievement. The results of this method are more durable over time (Jansen, 2016).

### **2.5.5 THE LEARNERS AND THE TEACHERS' NEEDS**

Darling-Hammond (2017) asserts that to be relevant and effective, the content of the CPTD programmes has to be informed by the objectives and aims set by the schools, taking into consideration the various learner and teacher populations. At the same time, this assertion is supported by Sandholtz and Scribner (cited by Bayar, 2014) who stress that CPTD programmes have to be related to school-classroom situations. In this regard, Opfer and Pedder (2011) highlight the point that CPTD programmes need to be related to individual schools' needs. Simultaneously, the findings by Stoll, Harris and Handscomb (2012) direct that CPTD programmes must have an influence on the methods of teaching, specific kind of content knowledge, the use of specific pedagogical skills and on the analysis of pupil learning. This assertion means that for CPTD programmes to be effective, they must address particular problems which have been identified by the schools as affecting their teaching and learning.

It is suggested by Gulamhussein (2013) that during CPTD programmes, teachers need to be supported and helped to steer through the obstructions that emanate from using new strategies and are being found in new environments. This is because schools are found in different communities, and they cannot be expected to have similar needs and similar solutions to problems. It follows then that there can be no universal solutions to all the educational problems. The solutions which catered for problems during the teacher's training process cannot be applied after the teacher has been in the field, different problems will have different solutions.

It is stressed by Akiba (2015) that the ownership of the learning process is the driving force which determines whether teachers' learning leads to the improvement of their teaching strategies. This will only happen if the CPTD programmes take into consideration the needs of the teachers. In addition, Avalos (2010) claims that teachers' satisfaction increased when the CPTD programmes they are taking part in

are contributing to the improvement of curricular understanding which forms the basis of their functioning. In that way, the teachers' self-worth is increased. If teachers are recognised as participants in a CPTD process, they are encouraged to conduct individual or joint research projects to investigate critical issues in teaching and learning, as well as accessing research findings from external sources, so that they will use that information to make informed decisions when deciding on teacher and learner needs (Stoll, Harris & Handscomb, 2012).

In Singapore, teachers are made to engage in what is called the "Teacher Growth Model" which encourages them to further their learning through a variety of CPTD Programmes. Every year, at least one member of the school's senior management team discusses with the teachers how to plan their yearly CPTD agenda, in response to the motivations and interests of the teacher, the needs of the school, and the requirements of the national curriculum. The CPTD agenda taken by a teacher needs to be approved by his/her reporting officers and has to be relevant to the teacher's role and job scope. CPTD programmes in Singapore are aimed at providing teachers with learning opportunities targeted to meet their needs and responsive to their personal motivations and goals. To achieve such aims, the "Teacher Growth Model" conceptualizes PD as a continuum which begins with the teacher's initial preparation and induction, continual development and growth, and milestone programs for lifelong careers (Bautista, Wong & Gopinathan, 2015, p.315).

The National Education Evaluation and Development Unit (2018) stated that during the IQMS process, teachers were expected to tabulate their PD needs and had to make suggestions on the CPTD programmes employed in addressing those needs. This would have ensured that any CPTD programmes provided were relevant, on target and utilise the available time profitably. On the other hand, CDE (2015) noted that while IQMS was meant to contribute to the PD of teachers, studies in South Africa had shown that IQMS has failed to get the buy-in of teachers. The same sentiment was expressed by Mestry, Hendricks and Bisschoff (2009) when they noted that CPTD in South African schools has been seriously affected because IQMS has been neglected. Therefore, most of the CPTD programmes attended by the teachers became futile exercises because they are not based on the teachers' and learners' needs.

### **2.5.6 THE DURATION OF THE CPTD PROGRAMMES**

Darling-Hammond, Hyler and Gardner (2017) propose that CPTD programmes must offer teachers enough time to learn, practise, implement and think about new strategies that enable changes in their practice. This view is supported by Guskey (cited by Bautista & Ortega-Ruiz, 2015) who argues that for CPTD programmes to be successful, they must be seen as a process, not an event. The longer the teachers engage in CPTD programmes, the more the time they get to discuss and debate about the programmes and related issues.

In contrast to the traditional CPTD programmes which operated under a false assumption that the only challenge facing teachers was the lack of knowledge of effective teaching strategies, Gulamhussein (2013) states that research has shown that the most significant challenge comes when teachers try to implement the acquired information. It is for this reason that teachers need time to practise the implementation of the strategies in class. However, Guskey (cited by Saunders, 2014) cautions that simply adding time to CPTD programmes does not automatically make them effective; what makes them effective is what teachers do during the allocated time.

Meanwhile, Darling-Hammond, Hyler and Gardner (2017) argue that teachers must have time to engage in professional dialogue, where they discuss new techniques with each other and the results they have gained after having tested their newly acquired methods in class, to check what contributes to the development of learner performance.

Curee (2012), in a study conducted in Europe, recommended that the structure of CPTD programmes has to allow teachers the time to explore the suggestions they gained from trying new methods when linking theory and practice. This suggests that teachers have to be given time to practice what they have learnt from the CPTD programmes in their different classes.

In a South African study conducted by De Clercq and Shalem (2014, p.114), they found that the CPTD programmes offered to teachers were very restricted in the duration and pacing of teacher learning. They recommended that for teachers to buy

in the programmes, the CPTD programmes should be allocated more reasonable time. They also found that there was no time allocated to follow-up at schools.

### **2.5.7 THE STRUCTURED GROUPS**

As previously mentioned, for effective learning to take place within the CPTD programmes, there is a need for collaboration amongst the teachers. This view is supported by Lantz-Andersson, Lundin and Selwyn (2018), who asserted that although there are many forms of professional learning, research has proven that for effective professional development, teachers have to share information and experiences amongst themselves. It is for this reason that Bayer (2014) points to the need for the formation of structured groups which will enable deliberations on different theories, conventions methodologies and to afford feedback on different programmes. Lantz-Andersson, Lundin and Selwyn (2018) state that these groups are commonly known as communities, which gives a sense of a group sharing a joint-interest. This also promotes networking, thereby enabling discussions among matters of common interest.

It was suggested by Bautiska, Wong and Gopinathan (2015) that teachers themselves have to lead the discussions in these formations so that they are not passive recipients or implementers of ideas only, but they have to also become developers of knowledge and assume real ownership of their learning. That is why Stoll, Harris and Handscomb (2012) support the structured combined corporations between schools and researchers because they help to increase the teacher's involvement in research, which is very important in CPTD processes because it gives evidence which can be used to change practice.

Similarly, Stewart (2014) is of the view that collaborations result in active, reliable CPTD programmes, based on the teaching environment and supported by peers in professional learning communities. The importance of these professional learning communities is also stressed by Ahn (2017) who states that there is a correlation between the implementation of the teacher professional learning communities and learner performance. The same view is shared by Wenger-Trayner (2015), who maintains that these professional learning communities that are sometimes referred to as communities of practice, could also be defined as a group of people who share

a concern or passion for something they do and are learning how to do it better, as they interact regularly. While Stewart (2014) emphasises that the success of the professional learning community relies on the fact that all participants are devoted in this commitment, difference of opinion and critical scrutiny of work has to be discussed in an environment where all can contribute. New models on PLCs have emerged all supporting the idea that the knowledge of individuals is not constructed in a vacuum, but that such construction is culturally and socially situated; these are learning team model, professional networks and affiliation networks workplace, learning networked learning communities and collaborative practices (Steyn, 2103).

In Singapore, the Ministry of Education mandated all schools to be Professional Learning Communities (PLC) because much of the professional development of Singaporean schools occurred within school settings. These communities are led by school leaders. The PLC provides teachers with structures and resources to engage in a variety of inquiry-based PD practices such as action research, lesson study, and a wide range of learning circles focused on different topics (Bautista, Wong & Gopinathan, 2015, p.321).

A study in London by Curee (2012) found that for CPTD programmes to be effective, the structured groups have to contain a small number of participants which provided members with many chances to practise and discuss feedback of practice.

It was one of the aims of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025 (DBE & DHET, 2011) that teachers should form structured groups. In a study conducted by Jita and Mokhele (2014, p.11-12) in Mpumalanga, South Africa, it was found that there were clusters which were defined as a group of teachers from a set of schools in a geographical area. Through the clusters, teachers were able to collaborate and share their experiences. The focus of collaboration included such activities as curriculum analysis, lesson planning, lesson presentation, assessment, lesson studies, sharing ideas on content knowledge and pedagogical content knowledge. All these activities were centred on improving instruction and student learning. The cluster approach to instructional or curriculum guidance, in this case, was in fact instructive. It was planned and conducted by the teachers themselves in their clusters.

Even if professional learning has its challenges, Steyn (2013) stressed that learning opportunities with peers is a crucial necessity to improve the quality of education in South Africa. Collaboration among teachers in schools provided exposure to new ideas and opportunities to be learnt together and enhanced their professional development.

### **2.5.8 SUPPORT BY MANAGEMENT**

One of the primary responsibilities of school principals is to identify the professional needs of the teachers and, thereafter, arrange appropriate training sessions to meet those needs (Liu, Tsai & Huang, 2015). This view is supported by Akiba (2015), who argue that even if there are policies supporting CPTD, and there are plenty of resources, it is the leaders who have to implement the policies and put into practice the resources supporting CPTD programmes. At the same time, Jones (2018) maintains that it was the leadership which plays a significant role in helping to create and sustain a productive culture of professional learning within an institution.

An international study conducted by OECD in 2014 recommended that the school management had to schedule time for CPTD programmes by modifying timetable to allow team-teaching or peer-observations and other innovations. An earlier study by OECD (2009) had stated that most teachers reported that there was constant conflict between CPTD programmes and teachers' work. This meant that the organisers of CPTD programmes had to always consult with school management, in that way the CPTD programmes would not be in conflict with the teachers' work schedules. This consultation had to involve teachers; this would increase ownership of the programmes by teachers because teachers would feel that they are part of the CPTD programme.

Furthermore, the OECD study (2014) highlighted the need for management to pay for the costs of the CPTD programmes. For any CPTD programme to be implemented there are financial implications; therefore, the school management has to budget funds for CPTD programmes. Given the high cost of CPTD programmes in terms of time and money, as compared to their importance to the development of an education system, Doppelt et al. (2009) stresses that there can be no compromise, only CPTD

programmes with the greatest impact on teachers' practice and student learning have to be chosen.

In a study conducted in Singapore, Bautiska, Wong and Gopinathan (2015) found that the workload of teachers, together with other academic responsibilities like marking and administrative duties made it difficult for teachers to bring all their energy, commitment and enthusiasm into CPTD programmes. These were brought about by too much emphasis placed on examinations, which made the teachers put all their energy, time and resources into preparing learners for examinations. It was recommended that management had to draw up schedules of work which would allow time for teachers to attend CPTD programmes and then apply their knowledge in the classroom.

The same results were found in a study conducted by Darling-Hammond, Hyler and Gardner in America (2017) where teachers reported they were pressed to finish their work schedules, which left them with little time to apply what they had learnt at the CPTD programmes in their classrooms, which would have improved their teaching skills. This meant that the time spent at the CPTD programmes was not productive, because what was meant to enhance the learners' performance could not be practised in class. Therefore, the interest of teachers to participate in CPTD programmes was negatively affected; as a result, they did not see the need for attending these programmes. Similarly, in another American study, DeSimone and Garet (2015) recommended that the school leadership must afford the teachers more time to implement what they had learnt from the CPTD programmes.

In South Africa it was reported by the Schools Monitoring Survey that although eighty (80) hours were set aside for CPTD programmes annually, on average, teachers spent an average of only thirty-nine hours on CPTD programmes and half of those teachers spent twelve or fewer hours a year (DBE, 2015). That is why Steyn (2011) recommended that for South African schools, SMTs need to schedule blocks of time to allow teachers to participate in CPTD programmes. This meant that the Principal had to be at the forefront of arranging CPTD sessions which would benefit both the school and the teacher (Steyn, 2011).

In another South African study conducted by Bantwini and Diko (2011), it was found that district offices, which are part of management, were not reactive to the needs of the public and schools, and that district officials did not understand the reforms they had to manage. Similarly, Van der Voort and Wood (2016) conducted a survey at some South African schools and found that there was inadequate number of visits by departmental officials to support schools. Therefore, it could not be expected that the implementation of CPTD programmes could run smoothly if the departmental officials did not make frequent visits to schools to interact with the teachers so that they could get some knowledge and feeling about the teachers' needs.

A study conducted by Maistry (2008, p 131) in South Africa discovered that the implementation of CPTD programmes was so poorly managed to such an extent that there were no strategies which had been put in place to implement and manage them in schools. Similarly, Singh (2011) claims that the implementation of CPTD programmes in South Africa is not taken seriously to such an extent that it is not regarded as a priority concern. This has resulted in situations where poorly organised structures have emerged to fill the void left by the government. These structures were sometimes dangerous because they work on their own agendas which might be different from that of the government (Maistry, 2008 p.134). These CPTD programmes had no structures to provide feedback and follow up programmes for support (Maistry, 2008, p.139). It is also urged by SACE (2011) that these enterprises usually do not have enough knowledge about teacher development and teacher learning.

### **2.5.9 SUBJECT MATTER SPECIFIC**

CPTD programmes must be related to what is happening in the real school-classroom situations. This means that teachers need to see the links and benefits between what they are learning and their own classroom (Sandholtz & Scribner cited by Nel, 2015). In the classroom, the teacher interacts with the learner through the curriculum. Therefore, for any CPTD programmes to have an immediate benefit they will have to be related to a specific subject matter which is what linked the learner and the teacher. Professional learning which has shown an impact on student achievement is focused on the content that teachers teach. Content-focused CPTD programmes are most often job embedded, meaning the CPTD programme is situated in teachers' classrooms with their learners, as opposed to generic CPTD programmes which are

delivered externally or divorced from teachers' school or district contexts. This type of CPTD cannot provide teachers the opportunity to study their students' work, test out new curriculum with their students, and study a particular element of pedagogy or student learning in the content area (Nel, 2015, p.27). Similarly, Bautista and Ortega-Ruiz (2015) emphasise that CPTD programmes had to be subject matter specific so that they provide teachers with a better understanding of the subject matter and pedagogical strategies to teach that particular content to learners.

In an American study, Desimone and Garet (2015) found that that CPTD programmes which were aligned with the lessons taught by the teachers were much more guaranteed to be successful. That was why they suggested that when designing CPTD programmes, the designers had to consider how the programmes could be integrated into the teachers' lessons. If the CPTD programme is related to what is happening in class, it helps teachers to easily translate the principles they learn from a CPTD to that of the whole school. Furthermore, Gulamhussein (2013), in another American study, established that even teachers themselves reported that their top priority for CPTD was learning more about the content they teach, that was why they give praise to training that is content-specific.

A South African report by the National Education Evaluation Development Unit (2018) stressed that for CPTD programmes to be effective, they have to be directly focused on improving the content knowledge of teachers and their pedagogic content knowledge.

#### **2.5.10 MONITORING AND EVALUATION OF CPTD PROGRAMMES**

According to Desimone and Garet (2015), there is a need to monitor CPTD programmes so that they provide a definite response in relation to strategy and value of production. This view is supported by Saunders (2014), who asserts that good systems must be created to track CPTD programmes, which will analyse the quality and impact of CPTD programmes. Furthermore, Desimone and Garet (2015) claim that monitoring can help facilitators in detecting flaws in the CPTD programmes, and it can also help in understanding other activities which can make the programmes more effective. In the same vein, Darling-Hammond Hylar and Gardner (2017) state that effective CPTD programmes must have built-in mechanisms to check the inputs

which help to make reflections on the CPTD programmes and in that way, imploring feedback, which explains the movement of the CPTD programme towards an ideal practice.

Simultaneously, Ariza and Poole (2018) point out that monitoring mechanisms help to detect whether the CPTD programme has placed teachers at the centre of the programme because, in these programmes, teachers must be viewed as life-long learners. Moreover, to monitor CPTD programmes, Hanover Research in London (2017) suggested that districts must provide ongoing support and feedback to teachers through follow-up coaching and observations programmes. This is supported by Mchunu (2014), in a South African study, who suggests that monitoring and follow-up programmes must be developed to support teachers so that confidence may be installed in the teachers to apply what they would have learnt from the CPTD programmes.

Therefore, it can be concluded that when a good monitoring device is built into a CPTD programme, it helps in detecting what is working and improve on it; at the same time identifying what is not working and discard it. The results from these observations would help in developing strategies which would enhance the CPTD programme to be much more effective. Guskey (cited by Alamri, Aldahmash & Alsharif, 2018, p. 92) stated that an evaluative model for a CPTD programme must have the following areas:

- It must show the participants' reaction;
- It must show what the participants are going to learn;
- It must detail all the organisational support and change;
- It must show how the participants will use the new knowledge and skills; and
- It must show the learners' learning objectives.

#### **2.5.11 MODELLING**

It is recommended by Mchunu (2014) that presenters of CPTD programmes must use a variety of teaching models, as this enhances the effectiveness of the programme. At the same time, Gulamhussein (2013) states that many scholars agree that modelling has been shown to be very successful in helping teachers understand and apply new strategies. Similarly, Saunders (2014) points out that CPTD programmes which use

models have proven to be more successful at promoting teacher learning. Furthermore, Caena (2011) maintains that one of the major factors which inspire teachers to change their classroom practices is when mentors and facilitators model new teaching practices, thereby encouraging teachers to implement them. This creates opportunities for teachers to share their learning with classroom realities. Moreover, the Hanover Research (2017) highlights that modelling helps teachers not only to understand new concepts but also to know how they can apply new techniques in their own classrooms. Darling-Hammond Hyler and Gardner (2017) are of the idea that modelling of teaching and learning situations gives teachers a clear vision of the best situation. On the whole, Saunders (2014) states that modelling of expected practice helps teachers to have a vision of what an ideal practice is.

#### **2.5.12 THE ENVIRONMENT IN WHICH SCHOOLS ARE LOCATED**

The importance of understanding the environment in which the school is placed is stressed by Darling-Hammond, Hyler and Gardner (2017) who state that in certain instances, teachers might be willing to employ the skills gained during CPTD programmes, but the challenging environments in their various schools become impediments. Qablan (2015) contends that the weak participation of teachers in CPTD programmes is not because they do not want to participate, but it is caused by a number of discouraging contextual factors which are in their environments. This study was conducted in the Zululand district and most of the schools in the Zululand District are found in rural areas. Mpahla and Okeke (2015) noted that schools in rural areas of South Africa still bear the disadvantage of the past, which makes it difficult to implement CPTD programmes aimed at improving the quality of the teachers. According to Pillay and Saloojee (cited by Mpahla & Okeke, 2015), teachers teaching in rural areas feel that they are looked down upon, because of the conditions in which they are working under; this is a demotivating factor on its own.

Hlalele (2014) indicated that since the 1994 dawn of democracy in South Africa, there has been renewed thinking about the rural development and provision of education in rural areas. In trying to solve this impasse, Mpahla and Okeke (2015) suggest that teachers from the rural areas must be given a hearing on the needs of their schools, as they are the ones who know better about the dynamics of these areas. This view is also supported by Hlalele (2014) who states that in order to help with the development

process of rural teachers, these teachers must be fully involved in all the developmental processes where all their views and skills have to be appreciated as contributing to the development of improvement strategies. This will avoid a top-down situation where CPTD programmes are just imposed on teachers, which would not be able to assist the teachers in solving their specific problems (Mpahla & Okeke, 2015).

In a Teaching and Learning International Survey (OECD, 2009) which was conducted in Europe, most teachers reported that they lost interest in the CPTD programmes because the CPTD programmes they had attended were not suitable for their needs. This means that teachers must feel and understand that the CPTD programmes are useful, relevant and appropriate before taking time out of the classroom to attend them.

## **2.6. CPTD IN SOUTH AFRICA**

In this section of the study, the researcher focused on the South African education system because the study was about teacher development in the Zululand District, which is one of the 79 education districts in South Africa. One of the main roles of the district office is to assist principals and teachers to improve the quality of teaching and learning (DBE, 2012). It has been demonstrated that the quality of learning and teaching is directly related to the quality of teachers. This assertion is supported by the OECD (2014) when it acknowledges that teachers play an important role in the implementation of a country's education policy, while an effective education policy is a solution for many social and economic problems. Ulum (2014) also points out that if the country wants to prosper, one of the first things the country must develop is the education system, because a large part of the society is involved in schooling, and it is the schools which provide people with the changes needed in all social structures. The South African government has the very same intentions for its people, which are clearly spelt out in the Department of Basic Education's (DBE, 2011, p.4) curriculum declarations which state that the basic aim of the education system is to produce learners who are able to:

1. Identify and solve problems and make decisions using critical and creative thinking.
2. Work successfully as individuals and with others as a team.

3. Gather, analyse, organise and critically appraise information.
4. Organise and manage themselves and their activities conscientiously and effectively.
5. Communicate efficiently using graphic, figurative and/or language skills in various approaches.
6. Use science and technology efficiently and critically displaying responsibility towards the environment and the health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that the problem-solving contexts do not exist in isolation.

However, the attainment of the above aims by an education system requires that the education system must have the relevant and appropriate resources and, in this case, the teacher is one of the most indispensable and crucial resources. After all, Ulum (2014) admits that it is the teacher who plays an integral part in the development of the quality of the education system. At the same time, Steyn (2011) asserts that it is critical for an education system to support schools with effective PD programmes, to develop the teacher's professional knowledge and skills to implement the required societal changes. Similarly, Swennen (2018) argues that teachers must be helped with CPTD programmes to increase their autonomy and practice in class, so that they may contribute to the renovations of the country's education system.

The government of South Africa has always been aware of the need to develop teachers so that they can play a meaningful role in the implementation of the aims of the new education system (DBE, 2011). This commitment is revealed in the Norms and Standards of teachers (DoE, 2006), which indicate that teachers should strive to attain continuing, personal educational, professional and specialised growth, by pursuing insightful studies and research in their learning area, in broader professional and scholastic matters and other related fields.

While the CDE (2011) acknowledges that there has been an improvement in South Africa, in terms of the number of formally trained teachers since 1994; at the same time, the CDE (2011) argues that these teachers are poorly trained, which is depicted by their performance, as shown by the performance of their learners when compared to other countries. Bernstein and Hofmeyr (2015) maintain that the poor performance

of teachers is not a direct result of under-spending, nor is it the absence of mediations by the government, the private sector and non-governmental organisations, but it is the absence of quality PD imperatives for the quality of schooling.

The National Planning Commission (2011) pointed out that the solution to the weaknesses in teacher capacity is not in training more teachers, but in strengthening the capabilities of existing teachers. The same point is supported by Msibi and Mchunu (2013), who pointed that most of the changes in the South African education system have been misdirected, the changes were supposed to be directed towards improving teachers' professionalisation, which has everything to do with enhancing teachers' capabilities to develop the performance of learners. Consequently, Meastry (2009) argues that the decline in teacher performance which is shown by poor performance of learners has led to the decline in the culture of teachers participating in CPTD development at schools. In trying to arrest this decline in the participation of teachers in CPTD programmes, the DBE has made it compulsory for all registered teachers to take part in CPTD programmes, to improve teachers' performance to enhance learning in schools (DBE, 2008).

On the other hand, Steyn (2013) noted that although there is recognition of the importance of teacher CPTD programmes in implementing developmental policies, these policies have neglected the factors that will make CPTD programmes effective in implementing these developmental policies. Meanwhile, De Clercq and Shalem (2014) note that the post-1994 Department of Education (DoE) focused on major policy and structural changes, but one of the most significant challenges were at PD level, not only due to the wide inequities of the past but also because of the need to support teachers with the implementation of the demanding new curricula. When the government acknowledged the fact that several policy decisions had been taken since 1994 without any positive results, it appointed a Ministerial Committee on Teacher Education in February 2003 (DoE, 2006). The role of the Committee was to develop a National Framework for Teacher Education, whose aim was to develop a framework which would provide a long-term vision of a co-ordinated and coherent system of initial and continuing professional education for teachers focusing on the role of teacher education in the overall transformation of education (DoE, 2006).

In 2006, this committee developed the National Policy Framework for Teacher Education and Development in South Africa (NPFTED), which was developed to clarify the complexity of the teaching activity from training to throughout the professional career of a teacher. Amongst its findings, the committee established that there was no well-coordinated PD system for teachers, while a well-coordinated PD system was regarded as an essential component in the development of teachers, especially since the country was faced with apartheid-inspired teacher education, transformation goals and changing school curriculum. Therefore, the report of the committee recommended the establishment of a complimentary valuing system of CPTD (DoE, 2006).

Onwu and Sehoole (2014) state that the NPFTED proposed a committed CPTD system which would guarantee that the resources being devoted to the PD of teachers have a better prospect of contributing to the development of the quality of teaching, as well as to highlighting and strengthening the professional status of teaching. The NPFTED was meant to provide teachers with clear guidance about PD activities, as it contributed to the teachers' professional growth and it also had to protect teachers from fraudulent providers (Onwu & Sehoole, 2014 p.131).

It was recommended in the NPFTED (DoE, 2006) that the CPTD system be managed by SACE because of the provisions in the SACE Act (31 of 2000), Section 5(b) and particularly, sub-section (iii) and (iv) (DoE, 2006). This act stipulates that SACE as a professional body for teachers is responsible for the implementation, management and quality assurance of the CPTD management system. It was further indicated that SACE should be provided by the government with the necessary resources and support to perform this mandate (DoE, 2006).

Amongst the recommendations of NPFTED was that in order to raise a more comprehensive formation of the range of programmes that will contribute to CPTD, these programmes must be classified into five types: school driven, teacher union driven, employer driven, qualification driven and others which would include PD programmes offered by NGOs, NPOs, CBOs, etc. (DoE, 2006). Teachers would earn PD points after a three-year cycle from their engagements with different CPTD programmes. It was also contemplated that the Integrated Quality Management

System would help in identifying teachers' needs so that these programmes would have a base to move from (DoE, 2006).

The expectation was that after the introduction of a new progressive policy, there would be an increase in the employment of progressive CPTD programmes to help teachers understand and implement the new policies (Declercq, 2013). However, when Steyn (2008) examined the CPTD programmes recommended by the NPFTED, it was found that the programmes did not encourage collaboration and group work amongst teachers. In other words, they were too individualistic, yet research has shown that for CPTD programmes to be effective there must be collaboration amongst teachers. Furthermore, in a study conducted by Steyn (2011), it was reported that the participants to the CPTD programmes presented by the DoE had little or no impact in schools because the programmes were too theoretical, with little practical value for teachers. At the same time, Betrams (2014) pointed out that the NPFTED was failing because it was not directed to a particular set of principles. As a result, Betrams (2014) argues that the CPTD programmes proposed by NPFTED should be addressing the teachers' needs as stipulated by the national priorities goals of the DoE (DBE, 2015). Equally, Carrim (cited by Sayeed, Kanjee & Nkomo, 2013) is of the idea that the policies aimed at improving teacher performance have been unsuccessful because they have never been directed to the actual class practices.

After recognising the problems raised by the implementation of NPFTED, a teacher development summit was called by the DBE and DHET in Johannesburg from 29 June to 2 July 2009. The teacher development summit included all the role players in the education sector, from the two Ministers, teacher unions and teacher training institutions. There were 350 participants comprising of officials from the national and provincial offices, the national teachers' unions namely; the South African Democratic Teachers Union (SADTU), the National Professional Teachers Organisation South Africa (NAPTOSA), the South African Teachers Union (SATU/SAOU), the Professional Educators Union (PEU), the National Teachers Union (NATU), as well as the Education Labour Relations Council (ELRC), SACE, the Education, Training and Development Practice Sector Education Training Authority (EDTP SETA), and all teacher training institutions (DoE, 2011).

The summit aimed to find solutions to the needs of teacher development, which would enhance the nature of teaching and learning in schools (DoE, 2011). The summit, amongst other things, noted that South African teachers come from historically different backgrounds which affected their performance (ELRC, 2009, p.1). It also noted that their working environment is characterised by unequal resources; it appreciated the important role which can be played by NPFTED as a solution to some problems (ELRC, 2009). The role of SACE in the implementation of CPTD management system and the 80 hours per year the teachers had for PD were also acknowledged (ELRC, 2009). The summit (ELRC, 2009, p. 2) resolved that a new strengthened integrated national plan for teacher development be introduced, which would, amongst other things:

- Explain the roles of all key players in teacher development;
- Define the responsibilities of all participants in teacher PD;
- Provide appropriate timeframes for the implementation of CPTD;
- Remove access policy prescriptions and regulations;
- Provide funds for CPTD;
- Provide human and technological resources for CPTD;
- Develop a friendly environment for teachers to engage in CPTD;
- Delink teacher appraisal from salary progression;
- Restructure and rebrand IQMS; and
- Include teacher unions and all relevant stakeholders.

A final and strengthened Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTEDSA) 2011-2025 was unveiled and launched by the Minister of Basic Education, Mrs A Motshekga, and the Minister of Higher Education, Dr B. Nzimande on the 5<sup>th</sup> of April 2011. In a nutshell, according to De Clercq (2013), the ISPFTEDSA 2011-2025 helped in the establishment of funds for teacher development institutes by unions, the district teacher development centres and the professional learning communities. It is after the launch of ISPFTEDSA that

the DBE with SACE seriously started addressing the issue of CPTD in South Africa. But for Lotz-Sisitka (2011), the other commitment which brought about the emphasis on teacher development was the fact that South Africa as a member of the United Nations was bound by the UN Decade of Education for Sustainable Development International Implementation Scheme, which indicated that the second half of the decade must be directed towards the improvement of teacher education and the quality of education.

## **2.7 THE SACE MANAGED CPTD SYSTEM**

The findings by Lotz-Sisitka (2011) show that South African teachers have insufficient knowledge and skills to lay a concrete foundation for environmental and career-path development for South African learners. These assumptions indicate that South African teachers urgently need intervention strategies in the form of CPTD programmes, to improve their performance. Meanwhile, O'Sullivan et al. (cited by Nel, 2015) propose that CPTD programs for teachers must include a staff improvement cycle with six phases: the identification of staff needs; the examination of staff needs; the creation and plan of the staff advancement programs, in light of the information accumulated and investigated; the completion of the staff advancement programs; the observing of the projects; and the assessment of the projects. Consequently, Steyn (2011) indicated that the core aim of CPTD management system for South African teachers is to build up their professional knowledge and abilities to effectively fulfil their duties, to constantly build up their proficiencies and capabilities. The CPTD management system should assist teachers by enhancing their professional self-viability, subject learning and the aptitudes and classroom administration (Steyn, 2011). It is the CPTD management system which must improve the professional status of teachers, as well as to help them recognise proper CPTD programmes that might help them in their development (De Clercq & Phiri, 2013)

Mokgalane (2013) states that the CPTD management system gets its mandate from the NPFTED (2007), the SACE Act no.31 of 2000, as amended by the Basic Education Laws Amendment Act (no.15 of 2011). It is further supported by the ISPFTEDSA 2011-2025 (2011) and the education section of the National Development Plan (2012). Section 7 of SACE Code of Professional Ethics states that all teachers must take part in the CPTD management system. Therefore, all teachers need to be registered for

the CPTD management system so that they report on PD programmes attended and earn PD points at least twice a year, by the end of June and November. The CPTD management system requires that teachers keep a file called the Professional Development Portfolio which contains the following: comprehension and breaking down the teacher's CPTD needs; the teacher's examination of CPTD needs and methods for attending to them; directions on how the teacher can attempt or get to PD data on the CPTD management system and a record and proof of the teacher's CPTD programmes and CPTD points earned (Human Resource Development Council of South Africa, 2014). The Professional Development portfolio acts as evidence of the CPTD programmes attended by the teacher.

In this programme, SACE's obligations include guaranteeing that the suppliers of CPTD programmes are legitimate by ensuring that CPTD courses are accessible to teachers and that all CPTD programmes contribute more viably to changing of teaching and learning and developing the professional status of teaching (Steyn 2010). At the same time, Mokgalane (2013) points out that SACE should give teachers clear directions about which CPTD programmes will add to their PD, in that way shielding teachers from deceitful suppliers; as well as extending the scope of programmes that add to the CPTD of teachers.

The SACE CPTD management system would be made accessible to all school-based teachers (principals, deputy principals, HODs, teachers), regardless of whether they are state-employed, hired by the School Governing Bodies or hired by private schools (SACE, 2015). In the CPTD management system, De Clerq (2013) points out that teachers must collect 150 PD points or more within a three-year timeframe, and these points are utilised to allot a numerical incentive to a specific PD activity. The points can be collected through three different programmes (SACE, 2010) indicated below:

**Type 1:** In this case, teachers decide on their own on particular PD programmes to enhance their own professional practices; for example, attending union meetings and subject meetings while doing research, surveying national examinations and attending workshops from their own funds (Steyn, 2011, p.214).

**Type 2:** These are programmes conducted by school leadership for the development of the whole staff. These activities will contribute to the improvement of teaching and learning; they include activities like attending staff meetings, curriculum support meetings and educational programs workshops (Steyn, 2011, p.214).

**Type 3:** The last group is made up of programmes which are specifically connected to advancing the professional status, responsibilities and practices of teachers in areas which require improvement; for example, attending workshops offered by endorsed bodies and registering at institutions of higher education (Steyn, 2011, p.214).

It must be stressed that it is the responsibility of the teachers to report to SACE on all the programmes which they would have attended, and SACE will then allocate them PD points according to the approved SACE point scheme (SACE, 2015, p.10-11). Each teacher would be required to accomplish 150 PD points on their PD points account at regular three-year cycles (SACE, 2015, p 10). SACE then issues a certificate of achievement to every teacher who accomplishes the 150 PD points within three years. A bronze certificate of achievement is issued to every teacher who gets 150 PD points within three years; silver certificate of achievement is issued to every teacher who gets 150 plus up to 300 PD points within three years; finally, a gold certificate of achievement is issued to every teacher who accomplishes 300 plus PD points within three years (SACE, 2015, p.10). In the event that the teacher does not get 150 points for the initial six years (beginning from 2014), SACE does not force a punishment on the teachers (SACE, 2013), but instead, it does audit the circumstance and decides upon punishment on nonconformity, after the six years (SACE, 2014).

## **2.8 THE IMPLEMENTATION OF THE SACE CPTD MANAGEMENT SYSTEM**

A pilot-run of CPTD management system was done in 2009 and the actual programme was started in 2013/14 where the first group consisting of principals and deputy principals was signed-up. It was followed by HODs in 2014/15 and in 2015/16; post level one teachers were signed-up. SACE (2018) maintains that most of the teachers do sign-up for the SACE CPTD managed programme, but the major challenge has been that the teachers are not reporting about the CPTD programmes they have participated in so that they can be awarded the necessary PD points. It is for this reason that SACE appointed provincially-based CPTD coordinators to assist in the

implementation of SACE CPTD managed programmes to help teachers in the implementation of the whole process. As a result of this collaboration between SACE and provinces, all teachers in the province of KwaZulu-Natal have been administratively signed up for SACE CPTD managed programmes (SACE, 2017 p.30).

The problem of reporting was also detected with the providers, as the 2017/18 annual report indicated that only 44 out of 1526 providers reported on their activities to SACE (SACE, 2017, p.29). At the same time, in March 2018, there were 556 483 teachers registered by SACE but only 256 342 (46.06%) signed-up for participation in the CPTD system (SACE, 2018, p.9). The 2017/18 SACE annual report states that only 1163 (4.9%) of the 2014-2016 signed-up group of principals and deputy principals were able to meet the minimum requirement of 150 points (SACE 2017, p.31). These numbers prove that there is a very low rate of teacher participation in the SACE CPTD managed system.

In the SACE 2017/18 annual report it was reported that for the first time, SACE received funding directly from the National Treasury, which she hoped would assist in the management of the CPTD system, because for the past eleven years, it has been funded by the DBE (SACE 2017, p.29). It is for this reason, that the 2017/18 SACE budget allocated a sizable amount of money to CPTD, as compared to other programmes because it was committed to providing quality CPTD programmes to teachers (SACE 2017, p.29). This commitment was also shown by the fact that SACE approved 1526 CPTD programmes by 169 providers for the 2017/18 financial year, as compared to 1091 programmes by 113 providers in 2015/16 financial year (SACE 2107, p. 31). The number of approved programmes shows that there is no shortage of CPTD programmes. The problem is that teachers do not participate in these programmes. This implies that more work needs to be done to encourage teachers to participate in the CPTD programmes.

Although there is a high number of SACE approved programmes, in its 2017/18 annual report, SACE raised a concern that there is a need for a theory to be developed between SACE and CPTD programme providers, which would assist in determining whether these programmes are indeed contributing towards the improvement of the quality of teachers and eventually, the quality of the education provided to the South

African learners. These sentiments are also shared by the researcher who would like to establish how effective the CPTD programmes are contributing to the development of the quality of the teacher.

In the 2017/18 SACE annual report, it is indicated that there is a very poor response for Type 1 activities, where teachers were personally supposed to do the reporting, and Type 2 activities, where schools were supposed to do the reporting. The responses are reportedly poor because of the following reasons (SACE, 2017, p.31):

- Lack of consequences,
- The high number of teachers nearing retirement, who fail to see the importance of reporting,
- The lack of connectivity and data to engage in the CPTD system,
- Poor understanding of professionalism,
- Attitudinal issues, and
- Poor culture of CPTD.

For type 3 activities, there was also low reporting because most of the Provincial Departments do not have formally developed SACE endorsed programmes, which had an impact on the teachers' participation and reporting (SACE, 2018). Another factor is that most of the Post Level 1 teachers do not have access to Type 3 programmes because they have not been exposed to them; there is no financial support and no time is set aside for these programmes. In this light, SACE resolved to embark on the following programmes to correct this non-reporting of teachers, which implies underperformance (SACE, 2017, p.30):

- Analysing the reporting process,
- SACE promised to work closely with all provincial departments to improve reporting through wholesale computerised reporting processes, instead of individual teachers,
- Revising the three-year CPTD cycle to be an individual teacher cycle, instead of a group cycle,

- Complete a Memorandum of Understanding between SACE and DBE on South African Schools Management System (SASMS) in order to share data, including that of participation in CPTD system,
- Teacher support plan and tactics on reporting and the Professional Development Portfolio, and
- Making use of the 1163 Principals who met the CPTD system requirements, by earning 150 or more points to spear-head reporting in the CPTD system.

The SACE 2017/18 annual report (SACE, 2018, p.29-33) shows that there are many teachers who signed-up (60%) for the CPTD system and that there are more than enough CPTD providers (about 1526) to develop teachers, but the major programme is that most teachers are not reporting on their participation, as highlighted in the SACE 2017/18 annual report. It can, therefore, be argued that most South African teachers are only registered but not participating in the SACE CPTD programmes because they do not report their participation to SACE. This point is also supported by the fact that only 44 out of 1526 providers reported any activity in SACE 2017/18 annual report (SACE, 2018, p.31). This means that only 2.9% of the providers were active in the development of teachers.

From the above statistics, it cannot be said that the SACE CPTD system is being successfully implemented if the participation of the teachers who are the target group is low. This means that the DBE and SACE are still facing an enormous task of exposing teachers to the various CPTD programmes and making them report on their participation, as proof of participation. The teachers' participation in the CPTD SACE system would result in the improvement of their performance in class, which would then raise the standard of learner performance and at the same time, the quality of the South African education system. It, therefore, becomes very important that the implementation and the management of CPTD are given the serious attention they deserve if the South African government wants to improve its education system.

The teachers' participation in SACE programmes may not result in the improvement of their performance; what is important is how these programmes are implemented and managed. That is why in its 2017/18 annual report (SACE, 2018, p.7), SACE

requested that there must be a tool which is in-built in all the SACE CPTD programmes, which should help determine whether teachers have learnt anything from a particular programme. The researcher believes that the success of the CPTD programmes will be enhanced if the programmes are implemented and managed by incorporating all the factors which have been shown to influence the effectiveness of CPTD programmes. It, therefore, becomes imperative for all programme facilitators to be aware of all these factors so that the programmes they deliver will have a positive effect on the performance of teachers so that they can improve the performance of learners.

## **2.9. SUMMARY**

The use of CPTD programmes has been proven to work successfully in improving the performance of the teachers. Singapore which is one of the best performing education systems in the world is a typical example. The rate at which teachers in Singapore attend CPTD programmes is the highest in the world. Singapore has a variety of CPTD programmes which are interrelated under a regulation which helps the country to produce connected and progressive programmes. All the CPTD programmes in Singapore are funded by the government. Singapore was the first country in the world to proclaim schools as PLC sites. Singapore is leading in education and has proven that CPTD programmes do improve the system; it is imperative for South Africa to follow this route.

In this chapter, the researcher explained the important contribution made by CPTD programmes in the development of teacher performance. The reviewed literature revealed that the quality of an education system is determined by the performance of the learners and that the performance of the learners is determined by the quality of the instructions they receive at school. The quality of instructions at school is determined by the quality of teachers teaching at schools. The literature also established that it is only through effective CPTD programmes that the quality of teachers can be improved. The researcher explained the preferred use of the phrase Continuous Professional Teacher Development (CPTD) instead of Professional Development (PD). The reason was that the researcher established from the literature that for any PD programme to be effective, it must be on a continuous basis, hence CPTD programmes.

In this chapter, an exposition of the two approaches of PD was given, namely the traditional and collaborative approaches. The traditional approach is made up of PD programmes like short courses, seminars, one-session workshops and conferences. These programmes do not have relevant content; they do not promote collaboration amongst the teachers and are not conducted on a continuous basis. Teachers developed in this approach are expected to deliver what an expert or programme leader has delivered to them. These programmes usually have a very minimal effect on the teachers' performance.

On the other hand, there is a collaborative approach which is characterised by collaboration amongst teachers, and it occurs over an extended period. The content used during the programme is usually relevant or related to what teachers are teaching in class and as a result, it has an immediate impact on teacher performance. In this approach, teachers are actively engaged in the learning process, the teachers' own experiences and practical needs are taken into consideration during the learning activities. In this approach, learning can be between two teachers or a group of teachers without relying on experts.

This researcher also analysed the Kennedy model to analyse the different PD development programmes. In this model, Kennedy grouped the different models into three main groups. In this analysis, Kennedy depicted the movement of PD from the traditional programmes through the transitional programmes until the preferred transformative group of CPTD programmes which can be successfully used to transform teachers' performance.

In this chapter, it was established that for PD programmes to be effective they need to bring collaboration amongst teachers. During collaboration the teachers will need to be assisted by a well-trained specialist who will take into consideration teachers' and learners' needs. During the presentation of the CPTD programmes, adult learning principles must take priority. Teachers must be helped to form structured groups which will make the continuity of the programmes easy. The management of schools must facilitate the implementation of all CPTD programmes by establishing systems which will help determine how effective are the CPTD programmes. CPTD programmes in

the form of mentoring and coaching must be used to help newly employed teachers to quickly adapt to the new situation.

The chapter also analysed the implementation of CTPD in South Africa. It was traced back from 1994 when the country was brought under a new dispensation. During this period a new and improved education system was introduced. The government of SA was aware that for the improvement in the system to be effective, they needed to develop the performance of the teachers. It is for this reason that they introduced NPFTED which was later improved to ISPFTEDSA and two frameworks culminated in the formation of a SACE CPTD management system.

## CHAPTER 3

### THEORETICAL FRAMEWORK

#### 3.1 INTRODUCTION

The previous chapter outlined the reviewed literature with regard to the factors affecting the management and implementation of CPTD programmes. The literature which was reviewed was aimed at giving clarification and a depiction of the factors affecting the management and implementation of CPTD programmes. The purpose of the present chapter is to present a theoretical framework which informs and guides the design and development of the andragogy theory which is the theory the researcher selected to look into the factors affecting the management and implementation of CPTD in the Zululand District. This chapter seeks to justify the appropriateness of the selection of the andragogy theory for this study. The researcher started by giving the historical background of the theory of andragogy and went on to explain all the key constructs underlying the theory. The different elements which affected the andragogic theory were discussed and how these affected the learning of adult people. In the ensuing discussion, the researcher describes how the andragogy theory could influence the implementation and management of CPTD programmes.

#### 3.2 ANDRAGOGY THEORY

The researcher decided to employ the andragogy theory as a theoretical framework because andragogy deals with adult learning, and CPTD programmes are meant to be used for adult (teacher) development (Zepedaa, Parylob & Bengtsonc, 2017). Maddalena (2015) argues that whatever model you are going to use to transmit information, it is important to know your audience. In this study, we are dealing with the learning of adults (teachers). Seyoum and Basha (2017) claim that the most effective model to follow in adult education is andragogy. Similarly, Jones (2018) maintains that research has established that teachers' motivation to learn is based on the following structures: teacher education or professional development, educational psychology, educational policy and andragogy. Furthermore, Cercone (cited by Suwithida, 2018) conducted a comparative study amongst the most popular adult learning theories and found that andragogy is the most wide-ranging theory of adult learning. The same sentiment is held by Sato, Haegele and Foot (2017) when they

maintain that when delivering a learning programme directed at working professionals or other adult learners, andragogy is the most useful framework. It was for these reasons the researcher chose andragogy theory as a lens to look at the factors affecting the implementation and management of CPTD programmes in Zululand District.

### **3.3 HISTORICAL DEVELOPMENT OF ANDRAGOGY**

The first known proponent of the concept of andragogy was Alexander Kapp in 1833 in his book, *Platon's Erziehungslehre als Pädagogik für die Einzelnen und als Staatspädagogik, oder dessen praktische Philosophie*. This book takes all Plato's writings about education as a starting point. While working on these papers, Kapp noted they involved not only young people and their education, but also adults and their education (Svein, 2017).

For Kapp, andragogy was essentially about character formation and self-knowledge and included both general education and vocational education (Pugalendhi & Nakkeeran, 2011). The concept was not pursued until the 1920s when it was revived by Eugen Rosenstock-Huessy who was a member of *Hohenrodter Bund*, who were scholars interested in adult learning (Loeng, 2018). They described andragogy as a concept which includes all school-like education for adults aimed at solving social problems and moving towards a better future (Ferreira & Maclean, 2018). In the 1920s, Eduard Lindeman was one of the foremost contributors although he did not develop an independent theory; he applied the concept using the work of Rosenstock-Huessy (Henschke, 2017).

At the beginning of the 1950s, the Swiss Heinrich Hanselmann (1951) and the German Franz Pöggeler (1957) began to propose that andragogy was about adult learning processes. It contributed to adults' self-education and this was a life process independent of the school (Loeng, 2018). In the mid-50s, Dusan Savicevic established an academic discipline of Andragogy at the University of Belgrade (Henschke, 2017). In the late 1970s, the University of Nottingham established a Nottingham Andragogy Group which was established to closely study the concept of andragogy (Loeng, 2018).

The theory of andragogy was actually made popular by an American Malcom Knowles (1913-1997) who developed its central doctrines based on the original theories of Eduard Linderman and other scholars (Knowles 1973). Knowles (1970) claims that he had never known about this concept until one day after one of his lecturers in 1966, the previously mentioned Dusan Savicevic told him that what he was lecturing on was andragogy, a term he had never heard before. After some research, Knowles (1970) realised that until the nineteenth century, pedagogy was the only model used for learning. Knowles (1984) discovered that even after World War One, when adult education was introduced in the US, pedagogics was the only learning model used. Knowles (1990) revealed that the pedagogic model of learning places full responsibility on the teacher to design what the learners must learn, how it must be learned and when it will be learned, which meant that the learner is fully dependent on the teacher to learn.

It was in the Delbert Clark Award banquet in 1967 where Knowles first presented the concept of Andragogy in an address entitled *Andragogy, not Pedagogy – the art and science of helping adults to learn*. In 1970, Knowles, then a professor of Adult Education at the Boston University, published a book entitled *The Modern Practice of Adult Education: Andragogy Versus Pedagogy* in which he expanded his arguments which led to the formation of the andragogy theory. The first serious construct of andragogy by Knowles (1980) was the suggestion that the main reason why adult education is failing to contribute towards the development of humankind is that most teachers who teach adults teach them as if they were teaching children. The other reason was the reality of knowledge explosion which made the world more global because of new technologies; this requires people to regularly update their skills to keep up with change and transformation (Knowles, 1980). But the way knowledge is transmitted (pedagogics) to adults makes it impossible for adults to cope with the evolution of knowledge in the present society (Knowles, 1980). That is why Seyoum and Basha (2017) argue that without andragogy, learners will not adjust to the ever-changing world of work. Knowles (1984) blames the insufficient focus directed to adult learning practises as compared to child learning practises as the cause of the major downfall of adult learning.

Knowles (1975) maintains that the difference between andragogy and pedagogy is not the capabilities of participants but in the nature and purpose of the processes. In the pedagogics learning process, the focus is on helping the child to be a responsible adult whereas in andragogy, the aim is to help the adult towards actualisation and full development (Clardy, 2012). For these reasons, Ekoto and Gaikwad (2015) concluded that the basic principle of andragogy must be that adults and children have different learning mannerisms and characteristics and these differences affect the processes of both their programmes and learning activities.

It was also noted by Leigh, Whitted and Hamilton (2015) that andragogy was developed to have design elements which will guide the learning activities that occur before, during, and after the adult learning practice. This means that the main intention of the andragogy theory is to explain the whole adult learning experience. Similarly, Hidayat (2018) describes andragogy as a theory concerned with the development of adult life by providing adults with the skills and ability to solve problems experienced in the life of a society. Knowles (1980) defines andragogy as the art and science of helping adults learn. At the same time, Knowles (1984) argues that andragogy is a distinctive and coherent theory of learning to justify the treatment of adults as adults in the learning process.

Robinson, Wilson, and Mcneill-Cook (2017) describe andragogy as a model wherein the facilitator creates a learning environment which physically and psychologically respects adult learners and then include these adults in planning, delivery and evaluation of their learning. Similarly, Abela (2009) identifies mutual respect between the learners and teachers and between learners themselves as a basic element in creating a safe learning environment. In the same vein, Sato et al. (2017) state that with andragogy, the instructor must design the project to meet the interests of adult learners by involving them in planning project aims and undertakings while solving real-world professional matters and problems.

In the 1970s, Knowles andragogic theory helped to revolutionise the way personnel were trained in the American industries; in that way, it contributed towards the field of Human Resource Development (Henschke, 2016). In the late 70s and 80s, the interest on andragogy grew amongst many scholars who were interested in adult education

and the basic principles of andragogy laid the foundation for self-directed learning which is a process of learning where learners do not depend on the teacher for their learning (Henschke, 2016). The learner can now go on to formulate the learning objectives and then identify human and material resources for learning choice (Knowles, 1975). The learner can now implement relevant learning strategies and then evaluate the learning outcomes (Smith, 2017). This is a very important development to teachers because now they will not wait for the DBE or the school management to arrange CPTD programmes to improve their performance, they can now conduct CPTD programmes on their own. Smith (2017) states that self-directed learning leads to transformational learning which is when the learner directs learning to fill in gaps which have been identified by the learner. During this stage, a teacher can now on his own identify a CPTD programme which will address a specific need. This is when SACE must come in to help the teacher to find a credible service provider who can professionally help develop the teacher to fill the identified gap (SACE, 2012).

Knowles (1975) did some scientific experimenting which concluded that adult teachers should have what he called front-ends in their programmes. These will help learners to follow through the programmes on their own; this greatly helped in the development of distance education. The principles of andragogy also helped to sustain vocational training methods because learners would quickly internalise the concepts needed for production (Aljilan, 2015). Andragogic principles were also found to be useful for moral development in moral institutions because it was found that when andragogic principles were applied, learners could easily adapt to the expected moral principles they were supposed to practise (Kadir, Arifin, Kes & Fuad, 2016). It can be observed that by the turn of the century, andragogy had affected most spheres of human development, it can then be safely concluded that it has to affect the implementation and management of CPTD programmes.

The term andragogy is made up of two terms, *andro* meaning a man and *agrougos* meaning to lead (Sato, Haegele & Foot, 2017). The term then means to lead a man, and in this instance, man stands for an adult. Andragogy is different from the term pedagogy where *peda* means a child, and hence pedagogics is concerned with leading a child (Sato, Haegele & Foot, 2017). CLardy (cited by McCallum, 2012) has

provided the following table to depict the differences between andragogy and pedagogy.

**Table 3.1: The differences between Andragogy and Pedagogy**

<b>Task</b>	<b>Pedagogy</b>	<b>Andragogy</b>
Programme development	The teacher individually makes both the content and progress choices.	The teacher works with learners on the content and progress choices
The basic function of the teacher	Deliver and control the content of the programme	Direct the learning programme
Expectations about the learner	Inadequate experience and capability to learn content without the teacher.	Appreciated experience and capability allow vigorous learner participation.
Members	Confined listeners and enforced presence.	Deliberate presence
Emotional responses	Learners' emotions about knowledge are neglected.	Learners' emotions about content and procedure are very important.
Assessment	The learner cannot assess the importance of past knowledge.	The learner is always assessing the usefulness of past knowledge for more learning.
Expectations about the teacher	The teacher is a specialist and all-knowing.	The teacher is also a learner.

**The above table was adapted from Clardy (cited by McCallum, 2012)**

The table clearly shows how andragogic learning differs from pedagogic learning, which makes a case for why andragogy is a relevant model for adult learning. This brief historical development of andragogy shows that from its inception until the present, andragogy has been concerned about the improvement of adult people's lives. This point is supported by Hidayat (2018), who maintains that andragogy focuses on improving adult life, providing the skills and ability to solve the problems experienced in the life of society. The same idea is expressed by Kapp's book which states that andragogy was directed towards character formation and self-knowledge. Similarly, the Hohenrodter Bund, scholars of the 1920s described andragogy as a

concept aimed at solving social problems and moving towards a better future. Kenner and Weinerman (2011) describe andragogy as a way of providing employees with the tools they need to perform better in the workplace. While Zmeyov (cited by Seyoum & Basha, 2017) argues that adult education is the process by which people seek to improve themselves or their society by improving their expertise, knowledge, or abilities.

At the same time, Benedit (2018) highlights the need for people, especially in the teaching profession, to be lifelong learners because they are at the forefront of facing ever-changing needs from society and labour. Charungkaittikul (2018, p.126) argues that the economic development of a country is determined by the educational level of its labour force and the educational level of its labour force is determined by the sophistication of the methods used to teach adult learners. Maddalena (2015) maintains that andragogy is meant to develop life-long learning by changing the way new concepts are gained. Consequently, Charungkaittikul (2018, p.126) recommends andragogy because it has proven to be the most efficient model of adult learning. This means that andragogy plays an important role in the economic development of a country because it improves the way the country's workforce is trained to be competent, and this increases productivity of the workforce.

The researcher, therefore, chose andragogy theory for this study because; firstly, andragogy is concerned with adult learning, and teachers are regarded as adults in any teaching-learning situation. Secondly, the researcher has shown that andragogy is about helping adults to improve their performance in their various professions. Andragogy does this by describing and laying foundations for learning environments which allow adult learning to be conducive (Knowles, 1980). The facilitators of the CPTD programme can, therefore, be advised to adopt andragogic principle if they want to make their programmes relevant and productive for teachers. The andragogy theory is therefore well suited to provide a proper lens through which to look at the factors affecting the implementation and monitoring of CPTD programmes by providing relevant answers to the research questions of this study which seek to examine the different CPTD programmes used in the Zululand region and determining how CPTD programmes can be properly managed and implemented.

The researcher shall now look at the assumptions of andragogy theory which are the bases for its practical implementation. According to Maddalena (2015), andragogy theory is based on six assumptions which describe the characteristics of an adult learner. McCall, Pardon and Andrews (2018) regard the six assumptions as the tenets of andragogy. When discussing the andragogic assumptions, the researcher shall be examining different ways and means by which these assumptions can be applied to the CPTD programmes.

### **3.4 THE ASSUMPTIONS OF THE ANDRAGOGY THEORY**

The assumptions of the theory of andragogy can be used as a guide by teachers to enhance the quality of any adult learning situation (Henschke, 2017). They are based on the original theories of Eduard Lindeman, which state that adults should not be taught the same way as children (Knowles, 1984). For his study, Knowles came up with the following assumptions;

#### **3.4.1 THE NEED TO KNOW WHY**

According to Knowles (1990), adults need to know why they must learn something before they involve themselves in the learning process; adults need to know what they are going to benefit from that particular activity. Sato et al. (2018) discovered that adults need to know why that particular learning experience is important; it is only then that the question of what and how learning will progress can be addressed. In the same breath, Shitole (2018) argues that it is after the significance of the learning experience in the adults' lives has been established that there will be an increase in their commitment and response. Rasmussen (2015) suggests that adult learners should be told why every aspect of the programme is important right from the beginning of the programme; the goals and the agenda of the programme should be explained to them. Rasmussen (2015, p. 2) states that adult learners will need answers to the following questions: 1. What is the learner going to gain from the programme? 2. Why does the learner need this knowledge? 3. What profits will the learner gain? 4. How can the learner make use of this knowledge at the place of employment? 5. How is this information going to make the learner a better member of staff?

The implication is that right from the beginning of all CPTD programmes, teachers should be involved in the identification of the needs which will help in setting realistic goals. If teachers know how the CPTD programme will help them, it will increase their commitment and dedication. The advice given by Taylor and Kroth (2009) is that teachers should be guided to the new knowledge based on their needs by the facilitator not to be just overwhelmed with facts. Therefore, the facilitator of the CPTD programmes must make teachers aware of the importance of the programme and how it will impact on their performance. The CTPD programmes will only be successful if they are seen to be addressing the teachers' specific needs. It has been established that the reason many CPTD programmes fail in South Africa is that they are not formulated around teachers' needs.

#### **3.4.2 THE LEARNERS' SELF-CONCEPT**

Knowles (1970) maintains that an adult's self-concept moves from one of being a dependent personality towards being a self-directing individual. This means that adults would like to direct their own learning. When a human being has reached the stage of an adult, they want to see their needs dominating those of the teacher. Knowles (1984) suggest that at this stage, the teacher must be seen as a facilitator who guides the learning process. While being provided with information about the concept, the autonomy of the adult learner must not be threatened. At the same time, Taylor and Hamdy (2013) state the fact that an adult person is at all times accountable for his personal choices. On the same note, Cercone (2008) says that adult students are autonomous, self-determining, self-reliant, and they are self-directed toward goals. The implication is that teachers must take the initiative in identifying their learning needs, formulating goals, identifying human and material resources, choosing and implementing learning approaches and evaluating effects of the CPTD programmes. Teachers in South Africa are usually not given a chance to state their preferred way of learning.

#### **3.4.3 THE ROLE OF EXPERIENCE**

McCall, Pardon and Andrews (2018) state that adults enter into an educational activity with a significant volume and quality of knowledge. Similarly, Knowles (1990) states that adult people draw their self-identity from what they have done. Building on that assertion, Shitole (2018) argues that in andragogy, the learner's life experience and insight must be considered a rich resource of learning. That is why Alajlan (2015)

cautions that if the adult learners' experience is not considered, they feel that they are being neglected. Consequently, Sato et al. (2017) recommend that for the smooth running of an adult learning experience the new knowledge must be linked to the prior knowledge which the adult learner has so that the new knowledge might make sense. Rasmussen (2015) advises that facilitators should always tap into the adult learners' wealth of experience by asking them to share appropriate stories using case studies and problem-solving exercises. This can also be done by asking adult learners to role-play, having small group discussions, experiments, making models, writing or drawing something.

Ivanic et al. (cited by Lister, 2016, p.6) have suggested that adult teachers need to take the following considerations when teaching adult learners: 1. The learning content must be related to the everyday life of learners – the CPTD programme content must be related to what teachers teach. For teachers this means the content of the CPTD programme must be related to the subject content. 2. The adult teacher must try to understand the learners' lives, motivations, interests and capabilities – the facilitator of a CPTD programme must be aware of the basic aspects which will make learners interested in the programme. 3. The teaching style should elicit a response from learners – the lesson of a CPTD programme must be in the form of a dialogue between the teacher and learner. 4. Time allocated for the programme must take into account that learners must be given time to respond to the content – time allocated for CPTD programmes must be such that teachers are given time to interact with the content and see how they can apply it in the classrooms. 5. The success of the programmes will be determined by how it affects learners' lives – the success of the CPTD programme must be determined by how it affects the teacher's performance in class. 6. Teachers should be able to detect what relevant knowledge do learners bring into class – the facilitator of the CPTD programme must be able to draw from teachers the kind of knowledge which can be used during the programme.

It can then be concluded that for the CPTD programmes to be effective and have a meaningful contribution to the performance of a teacher, they must be connected to the teacher's previous knowledge. The CPTD programmes must draw out of the teachers' knowledge about theories and concepts what is relevant to the topic. It was

explained earlier that the reason CPTD programmes fail in South Africa was because of the top-down approach which is usually adopted for these programmes.

#### **3.4.4 READINESS TO LEARN**

Knowles (1984) maintains that adults learn things they want to learn because they perceive those things as useful and that those things will help them adapt better in real life. In the same vein, Lubin (2013) is of the idea that the reason adults want to learn is that they need to learn new skills and understand new concepts in an ever-changing world of work and life. Therefore, it can be said that all adult learning processes must be timed to relate to the career needs of adult learners (Lubin, 2013). This is the reason why Kadir et al. (2016) argues that the willingness to learn by adults is largely dependent upon what is to be learnt and how it will be learnt. Blackley and Sheffield (2015) maintain that as a person matures, their readiness to learn becomes increasingly oriented to the developmental tasks of their social roles. It is for this reason Litster (2016) argues that adults know when the time is right for them to learn and what type of learning will be of value to them.

In addition, Kenner (2011) states that the readiness to learn is largely determined by the adults using the main criterion of knowing how to adapt learning to real-world situations effectively. Similarly, Chametzky (2018) contends that adult students do not want theoretical and hypothetical information; they want information which they will immediately use in the real world and in their occupations. To be relevant and useful, CPTD programmes should have systematised and well-defined features which will help teachers improve their practice. These features must be seen to be affecting teachers' performance in class, which will automatically enhance the performance of learners. The reason why most CPTD programmes have failed to improve South African teachers is because their CPTD programmes are not based on what is happening in class.

#### **3.4.5 ORIENTATION TO LEARNING**

According to Knowles (1990), adults are inspired to learn if they see that what they learn will contribute to the solution of a problem they are confronted with in life. It was observed by Taylor and Hamdy (2013) that as a person matures, the immediate knowledge application becomes important. Learning for adult people is directed

towards solving real-life problems which will help the adult learners to deal with real-life problems. Similarly, Alajlan (2015) claimed that the advantage of this orientation to learning is that adults adjust to the situation immediately; they focus on the problem and immediately try and find solutions. Adults always see learning as an opportunity to develop their capabilities and perform in a much-improved manner in their careers and life in general (Kadir et al., 2016) Therefore, the CPTD programmes must apply to the teacher's work, which means that teachers must choose projects which are relevant to their work so that they may focus on solving their everyday problems. For the CPTD programmes to affect the performance of South African learners it must be related to what they do in class.

#### **3.4.6. MOTIVATION TO LEARN**

Knowles (1990) contends that even though adults respond to external motivators, the most important motivators are the internal motivators, like job satisfaction self-esteem and others. This point is supported by Shitole (2018), who maintains that the main motivation for adults to learn is internal motivation, which includes needs like to improve quality, efficiency and effectiveness of the different aspects of their life. Taylor and Hamdy (2013) claim that adult people learn because they want to. It is for this reason that Sato et al. (2018) stated that adults become highly motivated to learn when they gain new knowledge which they know will help them solve problems in their professional lives. Similarly, Chametzky (2018) states that adults will always want to know why the knowledge gained in a particular learning programme is essential to them. The knowledge that the CTPD programme will contribute to teachers' emancipation acts as a powerful motivating factor for teacher participation in the CPTD programme. Therefore, organisers of CPTD programmes must motivate teachers to take part in the programmes by treating them with respect, allowing them to voice their opinions and allowing differences. These aspects promote teacher participation in CPTD programmes because teachers appreciate that they are valued and they become interested in contributing to the development of a CPTD programme.

The common trend running through all the andragogic assumptions is the promotion of learner-centred learning. This is shown by the importance of the learner depicted by the andragogic assumptions. From all the assumptions, it can be detected that no learning can take place without the contribution of a learner. Consequently, Knowles

(1973) argued that the heart of education is learning not teaching, so the focus must move from what happens to the teacher to what happens to the learners. Knowles, (1984) in the andragogy theory, proposes that adult learners must be dynamic operators in their knowledge procurement; which means they must be active participants in the learning process. At the same time, Knowles (1970) recommends that the adult student must impart the information to others so that there will be collaboration with other adult learners to solidify their knowledge. Knowles (1990) also suggests that adult learners must take responsibility for their own learning so that they may be teachable.

The andragogic assumptions are all interrelated because one factor will always relate to another; they cannot be treated as independent features. If adult people do not know why they have to learn a certain programme, because they do not see its importance or relevance with regard to their profession, they become less motivated to engage in that particular programme. Also, if the content of the programme is not connected to any of the adult learners' life experiences, they lose interest. This happens when adult learners cannot relate to the learning content of a programme because it does not link to anything in their real-world experiences. The adult learners will fail to make connections with the new knowledge. This results in a situation where they cannot assimilate the new information as it cannot be linked to any of their experiences. The adult learners then automatically lose interest in the new programme. However, if it had been linked to their real-life experience, they would have made deductions as to how the new knowledge would help them improve their performance; this would motivate them to be part of the programme.

In the following section, the researcher deliberates on the elements which, together with the assumptions, make an andragogic situation a reality.

### **3.5 THE LEARNING PROCESS ELEMENTS AND THE DESIGN OF AN ANDRAGOGIC SITUATION**

Aslandađi (2017) points out that in an andragogic situation, the teacher acts as a facilitator of activities that are to be performed by students; the teacher does not simply present information, but provides students with appropriate problems to work on. This view is supported by Laird (cited by McGrath, 2009) who suggests that in the

andragogy practise the teacher must guide and not manage the content. As a result of this encounter, Brookfield (cited by Taylor & Kroth, 2009) maintains that the teacher and the student become engaged in a stimulating, devoted and resourceful activity. It is for this reason that Chan (2010) maintains that Andragogy improves communication between the students and facilitators because here they have to work together to design the learning content and methods which suit the learners' needs. On that point, Knowles (cited by McCall, Padron & Andrews, 2018) stresses that the focus must be on learning rather than teaching and on lifelong learning where students are taught skills and strategies they can apply to their careers and throughout their lifespan. This proclamation means that if andragogy theory can be applied to teacher learning, it will promote lifelong learning habits in the teachers which will help improve the teacher performance.

Knowles (1984) identifies eight elements whose function is to operationalise the assumptions of andragogy. Knowles (1984) maintains that these elements of andragogy include all activities which happen before, during and after the learning experience.

### **3.5.1 PREPARING THE LEARNER**

Park, Robinson and Bates (2016) maintain that learners should be supplied with information about content and style before the learning encounter; this will prepare them for participation and help in the development of realistic expectations. This view is supported by Muchtar and Yanuarsari (2017), who maintain that, during this stage learners must identify resources in their environment which can be used during the lesson and detect potential hindrances to the learning process. In order to have a common understanding about the learning process, McCall, Padron and Andrews (2018) suggest that the facilitator can share the lesson plan with the students so that the students may know how the class will be organised, the relations between different tasks and how the programme objectives will be met. Furthermore, Kenner (2011) proposes that tasks should be broken into small manageable components which are clearly linked to the central aim of the programme. During this stage, Henschke (2017) also proposes that the question which must be asked by the facilitator of the CPTD programme is, what procedures and activities can be used to prepare the teachers to become actively involved to realise the aim of the CTPD programme.

### 3.5.2 CLIMATE SETTING

Knowles (cited by Robinson, Wilson & McNeill-Cook, 2017) stresses that the facilitator has a responsibility of setting a climate that physically and psychosocially respects adult students and then include students in the planning, delivery and evaluation of their own learning. Chan (2010) states that good physical and psychological climate helps to create respect, collaborative and respectful environment which ensures effective learning. Park, Robinson and Bates (2016) believe that there must be an establishment of a trusting, mutually respectful, informal, collaborative, and supportive learning climate. In addition, according to Knowles (1990), Abraham Maslow argued that learners need to have a safe environment if they are to participate; here learners need to be encouraged to discuss concepts and are praised for their contribution.

The physical set-up of the learning environment must be such that it encourages interaction between the presenter and participants; therefore, Henschke (2017) recommends that the traditional setting where a presenter sits in the front and the rest of the class sits on one side listening should be strongly discouraged. Similarly, Henschke (2017, p.8) perceives the psychological climate as the most important aspect in setting the learning climate; under this aspect, the facilitator needs to develop the following components:

- **A climate of mutual appreciation:** Adults are more interested in learning if they feel appreciated, but if they feel that they are being belittled and, their experience ignored, they spend most of their energy dealing with these negative feelings. Ferreira and MacLean (2018) state that adult learners may resist learning if they feel learning is being promoted at the expense of their need to be treated with respect; therefore, the learning situation must create a learning situation where the adults feel they are respected. Chametzky (2018) suggests that the facilitator must allow learners to interact with one another while the facilitator takes the back seat; this grows confidence amongst the learners.
- **A climate of cooperation:** To eliminate the natural rivalry amongst adult learners, they should be involved in exercises which promote sharing amongst themselves. Lister (2016) argues that adult learning should not

merely concentrate on transferring skills; it must also create a space for discussions and reflections about the learning experience.

- **A climate of reciprocated reliance:** Facilitators should present themselves as ordinary human beings, not authorities so that learners can develop trust in them; learning will always be conducive in a trusting relationship. Learning should be presented in such a way that it promotes dialogue between the learner and the facilitator (Ferreira & MacLean, 2018). Chametzky (2018) maintains that the facilitator must always be available with answers while encouraging discussions.
- **A climate of caring:** Learners must not be threatened or judged; they must feel the support and an empathising situation towards their problems. Sato Ellison and Eckert (2018) contend that the feedback learners get during the lesson must be constructive, informative and useful to include learners in the lessons instead of short and critical answers which denote what the facilitator wants.
- **A climate of directness and truthfulness:** This climate allows learners to express themselves freely, and they can easily explore new ideas and are willing to take risks. Learners should be encouraged to accept responsibility for their learning by solving problems which occur in their daily lives (Sato Ellison & Eckert, 2018).
- **An entertaining climate:** The learning activity should be made to be exciting, adventurous and fun so that learners will always look forward to the next encounter. Lister (2016) maintains that for the learning encounter to be enjoyable, the facilitator must listen to learners and try to understand their lives, inspirations, happiness and environment. Usman (2016) states that lessons should always be kept interesting so that adult learners keep on attending because as adults, they cannot be forced to attend classes.
- **A climate of humanness:** People like to be treated as human beings, which entails human comfort caused by good lighting, ventilation, comfortable chairs, availability of refreshments and frequent breaks. Lister (2016) states that adult learning should be responsive to adult needs like being conducted at appropriate times of the day and in places which are convenient for adult persons.

### **3.5.3 MUTUAL PLANNING**

The facilitators must give learners a bigger role in the preparation, conveying and assessing of the learning process (Chametzky, 2018). In supporting this appeal, Park, Robinson and Bates (2016) suggest that the facilitator must implement a collaborative approach to the planning of the learning experience by engaging learners in planning their learning experience. At the same time, McCall, Padron and Andrews (2018) advance that students can benefit from swapping their experiences with each other while connecting them to new learning. On that point, Henschke (2017) argues that people will always feel committed to the project if they have participated in the planning process of all the activities of the project. Maddalena (2015) maintains that the environment of the organisation which evolves from mutual planning results in the development of a culture of continued learning and which is determined by how the organisation responds to change. This means that the facilitator of the CPTD programme has a responsibility of involving teachers when establishing procedures and resources which will be used in the delivery of a CPTD programme.

### **3.5.4 DIAGNOSIS OF LEARNING NEEDS**

Park, Robinson and Bates (2016) are of the idea that learning needs must be diagnosed through a process of mutual assessment. This means that to make learning concrete, facilitators need to identify students' prior experiences and connect them with new instructional topics. This can be done by conducting pre-assessments tasks to determine the students' present level of knowledge and their needs (McCall, Padron & Andrews, 2018). At the same time, Hudson (2010) maintains that the facilitator of the learning activities should take into account the interest of the students which will provide for their emotional comfort during the learning experience. It is recommended that the students must enter into the learning activity with some knowledge of what they expect to gain from this new learning experience (Henschke, 2017). The adult learners would also like to know how the knowledge they will get will be applicable in the real world (Chametzky, 2018). This point implies that in a CPTD programme the facilitator must come up with strategies to help the teachers to diagnose their needs so that the programmes are relevant to their needs. In this way, the CPTD programmes will be addressing areas where the teachers feel that they are lacking, which will improve their performance.

### **3.5.5 SET LEARNING OBJECTIVES**

Beavers (2009) states that the objectives and benefits of the programme must be explained to the students to avoid resistance towards the programme because the content might be seen to be irrelevant to the adult student practice. Park, Robinson and Bates (2016) suggest that learning objectives must be defined by the process of mutual engagement between the teacher and the learner. Similarly, Henschke (2017) advises that the participants must translate their needs into achievable learning objectives which will be positive statements that give direction towards the realisation of the main aim. It is imperative to set goals before the programme starts because they direct the activities of the programme towards the main aim of the programme. Latham and Seijts (cited by Roberts, 2019, p.47) have developed four elements which must be found in an objective if it is to be successfully achieved:

- The objective must be achievable,
- The resources to achieve the goal must be available,
- There must be a total commitment by the participants to achieve the objective, and
- There must be constant feedback on the progress towards the objective.

It is the setting of objectives which helps the facilitator of the CPTD programme to decide on the techniques which will be used during the CPTD programme. The objectives of the programme also give direction regarding the resources to be used to deliver the programme.

### **3.5.6 DESIGN OF THE LEARNING EXPERIENCE**

McCall, Padron and Andrews (2018) advise that learning experiences should be taught within the context of real-life conditions so that students can make connections between their learning and outside world. Park, Robinson and Bates (2016) maintain that learning plans are most effective when oriented around learning contracts, projects and sequenced by readiness. Similarly, Maddalena (2015) maintains that learning experiences should be based on personal experiences since people are performance-centred in their learning. Equally, Sato, Ellison and Eckert (2018) state that for adult learners to naturally connect with the new material, it must be joined or related to what they already know; in that way, they will know how it is going to help

them improve in the performance of their professions. At this stage, Henschke (2017) suggests that the facilitator and students have to design a plan which will identify the resources most relevant to the objectives and the most effective tactics for the employment of these resources. Together with the teachers, the facilitators of the CPTD programme will have to discuss the method they are going to use for the delivery of a particular learning programme. It is at this stage where they will have to decide whether to use groups, team-teaching or individual projects.

### **3.5.7 LEARNING ACTIVITIES**

Knowles (cited by Ferreira & MacLean, 2018) recommends that learning should be divided into real-life situations, on this track the learner is motivated to acquire abilities, attitudes and principles that are grounded in an everyday-world application. In addition, learners should be encouraged to form learning communities where they will share experiences with fellow students with or without the facilitator (Chametzky, 2018). Park, Robinson and Bates (2016) propose that the most effective activities are research assignments, independent studies, and the use of practical methods. Now the CPTD facilitator must make connections between the participants and their real-work place. The facilitator will have to demonstrate to the teachers how to put into practice what they have learnt. He will do this by presenting real-life problems which the teachers must solve. The facilitator with the teachers must at this stage of the programme make sure that the teachers are fully engaged in the implementation of the teaching and learning strategies.

### **3.5.8 EVALUATION OF LEARNING**

The stage of evaluation comprises the gathering, handling, analysing and tabling of information as an input for decision making about the learning programme (Mughtar & Yanuarsari, 2017). The learning evaluation, according to Park, Robinson and Bates (2016) is most effective when the learners' work is evaluated against evidence which has been tested and validated by peers or experts. During this stage Chan, (2010) proposes that during this process of evaluation, the facilitator must not only evaluate students, they must also evaluate themselves which helps reduce bias from a single judgement of the facilitator. During this stage, the facilitator of the CPTD programme must identify procedures the facilitator may use to involve teachers and experts in

evaluating the accomplishment of the learning objectives and programme requirements.

### **3.6 OTHER RELATED ADULT THEORIES**

The researcher felt it was necessary to briefly discuss other adult learning theories to show that there is a correlation between these theories and andragogic theory. The main aim is to show that the different theories agree on most of the aspects to be emphasised in the pursuit of adult learning.

#### **3.6.1 WENGER'S THEORY**

This theory proposes that adults learn properly when they are in communities of practice. These communities are formed by a group of people who share the same passion of a project they are doing together with the aim of doing it better. These people will meet regularly to improve their performance (Wenger, 1998). These communities of practice can help teachers if they want to improve their performance over time. In these communities of practice, teachers will develop relationships which are based on the improvement of their performance (Lave & Wenger, 1991). This theory states that learning is a social entity which is derived from participating in daily life; therefore, it proposes a model which states that learning comes from engaging in communities of practice (Wenger, 1998). This community will not, at times, be self-sufficient; they will, therefore, need external entities to help them attain their aims (Lave & Wenger, 1991). In the case of teachers, they will sometimes need knowledge from experts; it can be DBE or institutions of higher learning that will come and assist the community. After the expert has left, teachers will continue learning as a community where they will properly assess and analyse what the expert has taught them.

Wenger (2000, p.227-8) classifies learning into three modes:

- Engagement is when teachers work together in solving a problem or participating in the meeting. These actions shape a person's personality and how others respond to him.
- Imagination is the construction of an image of ourselves, our communities and the world which gives people a sense of their participation in the community of practice.

- Alignment mode is when a person ensures that activities go along with other activities in the community to make sure that they achieve much more.

### **3.6.2 SPECKS ADULT LEARNING THEORY**

In this learning theory, Specks (1996, p.36-370) proposes guidelines which must be followed when designing an adult learning situation:

- The goals and objectives must be related to adult needs. These must be related to real-life situations.
- Adult learners want to be originators of what they are going to learn. They must be given control of what, how, when and where they are going to learn.
- Adults need to see that their PD programmes are associated and appropriate to their daily living.
- Adult learners need direct, real experiences in which they relate the learning in real work.
- PD programmes must be structured in such a way that they provide support to peers so that it reduces fear of judgment.
- PD programmes must be designed in such a way that they have activities which will allow adult learners to practise what they are learning and to receive immediate responses.
- Adult learners must be given opportunities to participate in small group learning activities to allow them to apply, analyse, synthesise and evaluate.
- PD programmes must accommodate adult learners' previous knowledge and experiences.
- Learning must be facilitated through coaching and mentoring and other methods which can help adult learners apply learning to their daily practices.

### **3.7. SUMMARY**

In this chapter, the researcher presented andragogy theory as the theory through which the researcher looked at the factors affecting the implementation and the management of CPTD programmes in the Zululand District. In justifying the researcher's choice of andragogy theory, a brief historical development of the theory was given. It was stated that the theory first emerged in around 1833 by a German academic, Alexandra Kapp; it later emerged in the US in the 1920s with little

significance. The modern pioneer of the theory is Knowles, who stated that this theory was the art and science of adult education. Knowles established that there was a need for adults to be educated differently from children because they are different from children who are taught through a pedagogic model; the adult model of teaching must be different. He then proposes a set of assumptions which are the bases of andragogy which make it different from pedagogics.

The researcher gave the historical development to demonstrate how the theory has evolved to even influence the present practises of adult learning. The researcher then described the six assumptions on which the theory is based, while at the same time explaining how they are related to CPTD. The researcher then discussed the different elements which are related to an andragogic learning situation. These elements help to operationalise andragogic theory when they are combined with andragogic assumptions. It emerged that an andragogic learning situation aims to help adult people actualise their full potential which helps them to be productive in their different occupations. Andragogy was proposed as a model which can be used in all adult learning situations to help improve the performance of adult people.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1. INTRODUCTION**

In this chapter, the researcher discusses the rationale behind the research methodology used in this study. The researcher discusses the research design, research paradigm, research approach, population, sample and sampling techniques,

different data collection instruments and procedure, data analysis, validity, reliability and research ethics. The data collected were used to answer the research questions of the study. In this chapter, the researcher discusses the research design and approach, which determined the sampling method and the data collection instrument.

#### **4.2. THE RESEARCH DESIGN**

This study adopted a qualitative research design. The choice of the research design was based on the fact that the researcher wanted to know from the participants how they perceived the implementation and management of CPTD programmes. The researcher also wanted to know the type of CPTD programmes they were usually engaged in at the Zululand District. This meant that the researcher wanted to know the feelings of the participants about the implementation and management of CPTD programmes. If a researcher wants to know about the participants' feelings towards a phenomenon, Creswell (2014) argues that the most appropriate research design is the qualitative design.

In the research design, the plan of the study is given which details how the study is set up in terms of what happened to the participants, how data were collected and how data were analysed (Garg & Kothari, 2014). The research design shows how the study proceeded. It outlines the path that was followed to collect data to answer research questions (Pandey & Pandey, 2015). The design shows the relationship between the different elements which were employed by the researcher to make a completed study.

The research design, therefore, helps to form a solid base for the study by giving direction as to how to collect relevant data for the study. If the research design is clearly spelt out it helps minimise bias and maximise the reliability of data collected (Pandey & Pandey, 2015). When looking at the research design it must clarify what direction and shape the study took. A well-constructed research design would have to mention the data collection process, the description of the instrument, and the sampling method procedure (Bhattacharjee, 2012).

It can then be realized that the research design must always be related to the aims of the study and the research questions which helps the researcher to collect relevant and appropriate data (Dooly & Moore, 2017). In this study, the researcher wanted to

know from the participants how they perceive the implementation and management of CPTD programmes and how they had experienced the CPTD programmes being implemented by the Zululand District. It was for this reason that the researcher elected to adopt the qualitative research design. Researchers have established that when a researcher wants to know about the participants' feelings towards a phenomenon, that type of research design is qualitative (Creswell, 2014).

### **4.3 RESEARCH PARADIGM**

When you are trying to solve a problem you need a model you can use to help organise your thought patterns. This is an abstract framework which serves as a means through which meaning and knowledge can be constructed. It is defined as an organising framework, pattern, especially on an outstanding clear or typical example of the nature and conduct of research (Creswell, 2014).

There are a number of research paradigms that have appeared over time; they could be broadly classified as positivism; pragmatism; interpretive/constructivist, post-positivism; critical theory and postmodern. According to Bhattacharjee (2012), generally, there are two philosophical perspectives (paradigms) in research; namely, the positivist perspective which is associated with laboratory experiments and survey research, and the interpretive perspective that employs an inductive approach to research which starts with data and goes on to derive a theory from observed data.

The interpretative perspective is described by Mohajan (2018) as a type of social science research which collects and works with non-numerical data and seeks to interpret meaning from data and in that way try to understand the social life of a specific population in a particular area. Therefore, the interpretative perspective is concerned with the understanding of the day-to-day social interactions (Edward & Holland, 2013). The implementation and management of CPTD programmes is a social issue, therefore, this researcher found it appropriate to place this study within the interpretative paradigm.

### **4.4 THE RESEARCH APPROACH**

The research perspective of the study always determines the approach the researcher must take in trying to answer research questions. It has been stated that this study

took the interpretative perspective; this perspective is always associated with a qualitative method of research because both are based on subjective meaning, and they are conducted in the natural environment of the phenomena (Rahman, 2015). These studies are concerned with how the subject of the research is interpreted, practised, created or founded (Moon cited by Astalin, 2013).

The main concern of the qualitative research is to explore and seek to explain the reasons for a particular social phenomenon as it operates in a specific environment and in that way it tries to help us understand the society in which we live (Mohajan, 2018). This is in line with this study because it sought to explain the different factors affecting the implementation and management of CPTD programmes as they determine the performance of teachers. Therefore, the qualitative type of research is concerned with the causes and effects as they are used to answer the why and how questions which do not have a yes or no answers (Sullivan & Sargeant, 2011).

It can be inferred that a qualitative method broadens the researcher's understanding of the subject because participants give their own understanding of the subject and their personal experiences regarding the subject (Kielmann, Cataldo & Seeley, 2012). This is because during these studies, participants are allowed to express themselves freely and objectively. This is done because in the qualitative research method, a social phenomenon is studied in its natural setting, and the participants reveal the experiences they attach to their interaction with the phenomenon (Yilmaz, 2015). In this study, the researcher tried to determine how the teachers interacted with the CPTD programmes. The researcher attempted to explore the experiences of the participants about the implementation and management of the CPTD programmes. Exploring participant's views was vital as it revealed how the CPTD programmes are implemented and managed in the Zululand District. The collected data helped broaden the researcher's knowledge about the implementation and management of CPTD programmes.

It follows that in the qualitative approach, the researcher spends most of the time with the participants because the researcher wants to get data directly from them (McMillan & Schumacher, 2010). This means that in executing a qualitative study, the researcher would develop a personal relationship with participants so that the researcher may get

personal and in-depth experiences of the participants. Hence, the qualitative research method provides a detailed description of the respondents' practices, ideas, state of mind and the meaning of their actions (Rahman, 2015). To this effect, the researcher in this study personally went to schools and the district office to conduct personal interviews and focus group discussions so that the researcher could get in-depth, personal information about how the participants felt about the implementation and management of CPTD programmes in the Zululand District.

Since the qualitative researcher interacts with human beings it is important that the researcher must guard against too much socializing and tend to take everything for granted. Every detail of the researcher's interaction with the participants must be properly captured and recorded so that it can be combined inductively to generate generalisations (McMillan & Schumacher, 2010). For this reason, this researcher used a recording device to record every interview so that all the information is captured. This is also recognized by Yilmaz (2015) who argues that the qualitative method aims to get information by capturing and communicating participants' personal experiences by observation and interviews. This means that there can be no manipulation of variables in the qualitative research method (Hancock, Ockleford & Windridge, 2009). As it has been stated, from the onset, the participants were informed that the interviews would be recorded. The researcher used a high-quality recorder to capture every word that was uttered by participants during the in-depth interviews and focus group interviews. The researcher also used a notebook to record all other important observations which were related to the study.

The responses given by participants in this study helped the researcher to answer the research questions which aimed to establish the factors which affect the implementation and management of the CPTD programmes in the Zululand District. This required the researcher to be a good listener, who is able to read and critically evaluate information. The researcher must be able to detect useful information from a large body of knowledge at the end must be able to comply and present convincing stories (Clarke & Braun, 2013, p.7).

However, the ultimate question which had to be answered by this study was how can CPTD programmes help improve the performance of teachers. The researcher aimed to answer this question by developing a model which would help the CPTD programmes to improve teacher performance. Coincidentally, the production of usable solutions is one of the attributes of a qualitative approach. The qualitative methods of research are placed on the premise that they collect evidence to create grounds for new concepts or the clarification of old ones (Rahman, 2015).

#### **4.5. DATA COLLECTION METHODS**

As the study established that it took qualitative route, the most common instruments used by qualitative research to collect data are in-depth one-on-one interviews, focus group discussions case study approach, action research, observations and document analysis (Hammarberg, Kirkman & De Lacey, 2016). Mills and Birks (2013) caution that it is the questions asked by the researcher which determine the data collection instrument the researcher will use. In this study, the researcher used one-on-one interviews, focus group discussions and document analysis to collect data. These instruments helped the researcher know more about how the teachers felt about CPTD programmes and their responses could also contribute towards finding a solution on how to better implement and manage CPTD programmes. To elicit personal information which could not be obtained by any other way is one of the important attributes of research instruments associated with qualitative research design (Byrne, Brugha, Clarke, Lavelle & McGarvey, 2015). It is important to describe the instruments used in this because each instrument has own qualities and contributes differently to the study.

##### **4.5.1 INTERVIEWS**

Since the study is analysing an educational issue it is recommended by Kolzleski (2017) that qualitative methods which use interviews and observations are particularly relevant to analysing any educational issue because they concentrate on the natural setting of a social phenomenon. Hence, the researcher conducted one-on-one interviews with principals and one official from the Zululand District. The researcher also conducted focus group discussions with school management teams and post-level one teachers.

#### **4.5.1.1 ONE-ON-ONE INTERVIEWS**

The researcher used semi-structured interviews so that the participants were not restricted by the questions to give limited responses. One of the advantages of using semi-structured and unstructured interviews is that the participants answer in their own words (Astalin, 2013). The semi-structured interviews proceed from predetermined open-ended questions and go on to answer other questions emanating from the interview (Batmanabane & Kfourri, 2017). Ryan, Coughlan and Cronin (2009) point out that the semi-structured interview allows the exploration of other spontaneous issues which might arise during the interview.

The researcher conducted the interviews at the participants' work stations but was open to suggestions if participants requested other venues (Hammarberg et al., 2016). Byrne et al. (2015) contend that it helps to conduct interviews amongst peers and the natural environment because it helps to bring about information which might have been forgotten or overlooked. Tewksbury (2009) suggests that for the researcher to maximise the participants' participation in the study, the interviews must be conducted during the times which are convenient to them. It is for this reason that the researcher made appointments which suited the participants so that they were not inconvenienced and so they could enjoy participating in the study. The comfort of the participants is very important because the purpose of the interviews is not to get answers but to get an understanding of what the participants have experienced in their lives (Seidman cited by Castillo-Montoya, 2016).

Before the interview started, the researcher made guarantees to the participants about the confidentiality with which their participation would be treated. This helped create a good rapport between the participants and the researcher. According to Farooq and De Villiers (2017), rapport is regarded as the major contributing factor in creating a relaxed environment which helps the participants to speak freely and openly. Similarly, Ryan, Coughlan and Cronin (2009) insists that the interviewer must ensure that the participant is at ease, relaxed and comfortable during the interview so that the participants may give complete and reliable information. This is concurred by Dornyei (cited by Alshenqeeti, 2014) when he contends that the interview must naturally flow so that it can be rich in detail. When the participants are free and they trust the

interviewer, the interview flows and the participants easily and freely divulge even the most sensitive information (Sekaran & Bougie, 2016).

The researcher must bear in mind that during the interviews he or she must draw as much data as possible from the participants; therefore, the participants must be made free to express their feelings (Dooly & Moore, 2017). This extraction of data is made easy because interviews are the most natural form of eliciting information from any participants in any natural environment (Alshenqeeti, 2014). Hence, the researcher chose the interviews to gain a better understanding of the implementation and management of CPTD programmes in the Zululand District. On the same vein, Kielman, Cataldo and Seeley (2012) advise that it is also important for the researcher to gain maximum data from participants in the first sitting because it is unlikely to gain access to the participants for more than one occasion. The researcher then made sure that all appointments with the participants were maximally utilised because of time constraints and to show appreciation to the participants for the time they had given the researcher.

The researcher gave a brief outline of the study and let participants ask questions about aspects which were not clear about the study (Edwards & Holland, 2013). This made it easy for the participants to answer the questions because then they knew what the study was about; in that way, the participants provided relevant information. The interviews, by their very nature, are data collecting instruments but they also have a human element; therefore, the background knowledge about the study would help keep the interview within the relevant confines so as to provide relevant information (Kozleski, 2017). Castillo-Montoya (2016) states that interviews must be based around the research questions and the conversation must be an enquiry conversation to help the participants divulge a lot of information in a limited time.

During the interviews, the researcher made sure that the participants were free to express their feelings about CPTD programmes. The interviewer also asked probing questions to make sure that all the information related to CPTD programmes was provided by the participants to help in answering the research questions (Alshengeeti, 2014). Flick (2010, p.152) states the researcher must start with open-ended questions and then end with confrontational questions. The open-ended questions must be

probing the participants to give more information about the phenomenon (Kielman, Cataldo & Seeley, 2012, p.27). In this study, the open questions were about the type of CPTD programmes the participants were usually engaged in. Flick (2010, p. 153) further contends that the questions that follow must be based on the knowledge which the participants have about the effects of the concept. In this study, these questions were about how the CPTD programmes were contributing to teachers' performance in class. The last set of questions must be confrontational questions which are based on the experience of the participants when interacting with the phenomenon (Flick, 2010, p.153). The categories of questions related to the best CPTD programmes the participants knew and why they regarded them as the best CPTD programmes. This information assisted the researcher in formulating a model which could be used to implement and manage CPTD programmes effectively. At the same time, Kielman, Cataldo and Seeley (2012, p.27) maintain that the researcher must end the interview with an open question where the researcher allows the participants to add whatever information they feel might have been left out.

#### **4.5.1.2 FOCUS GROUP DISCUSSIONS**

A focus group discussion is defined by Edwards and Holland (2013) as a group discussion around a topic determined by the researcher. In focus group discussions, Flick (2010) advises that the researcher must start with semi-structured questions and gradually move to structured questions to help direct the participants towards answering the research questions. The focus group discussions help the researcher to understand the general feeling about a concept in a particular setting and amongst that particular group (Kielman, Cataldo & Seeley, 2012).

During the focus group discussions, the engagement between the participants helps to bring about a lot of data which could not be gained from personal interviews as the participants need not share the same point of view. They would also be providing data from different perspectives which can help the researcher to get an understanding of how the participants felt about the CPTD programmes (Tadajeswki, 2016). Bettencourt, Kimball and Wells (2018) contend that by allowing individuals to talk within a group, the researcher gets an opportunity to have different perspectives of the concept under study.

Focus group discussions were conducted with post level 1 teachers and with School Management Teams (SMTs) from primary and secondary schools. When these focus group discussions were conducted, the researcher got much more data than the personal interviews because there were many participants at once. The participants were free to express themselves because they were with their peers. Naturally, when participants are with their peers, they tend to compete with one another; this helped the researcher get even more data from these focus group discussions. Another advantage was that amongst themselves, the participants had attended a lot of different CPTD programmes. This helped provide data from a lot of different CPTD programmes which helped the researcher make more informed decisions.

The researcher chose to use focus group discussions with post level 1 teachers and SMTs because the researcher wanted to get as much data as possible from people who had more personal encounter with CPTD programmes than from the district office. It was this particular group of teachers who had to transfer the knowledge gained from the CPTD programmes to the learners. Therefore, this group directly affected what was happening in class and, by implication; they would determine the quality of the education system.

On the other hand, Guest, Namey, Taylor, Eley and McKenna (2017) argue that it cannot be conclusively stated whether it is the personal interviews or the focus group discussions which produce the most valuable data. A number of factors influence both the personal interviews and group interviews; it is therefore recommended to use both methods (Guest et al., 2017). It is for the same reason that the researcher used both methods in this study so that they may complement each other.

#### **4.5.2 DOCUMENT ANALYSIS**

Another form of data collection in the qualitative approach is the analysis of documents. Documents do not only provide facts and reality; they are also a means of communication (Flick, 2009). According to Kumar (2011), documents include things like minutes of meetings, diaries and files. Cohen, Manion and Morrison (2018, p.325) state that there are two types of documents: namely, primary and secondary documents. The former include documents produced during the process of the activity. In this study, primary documents included CPTD files, minutes of meetings for CPTD,

and professional development portfolios for teachers. Secondary documents included documents created away from the actual event (Cohen, Manion & Morrison, 2018, p.325). Pandey and Pandey (2015) describe secondary data as data collected from manuals, journals, official publications from government documents and other institutional documents. In this study, the secondary documents included documents provided by the DBE about the implementation and management of CPTD, documents provided by SACE with regard to the implementation and management of CPTD by teachers, certificates awarded to teachers for participation, the NPFTED and ISPFTEDSA (2011-2025) documents. At the district, the records for the training of teachers served as both primary and secondary documents.

The researcher studied the CPTD implementation documents at the different schools to ascertain how far that particular school had progressed towards the implementation of the SACE-managed CPTD programme. These documents also provided information about what other programmes and activities employed by the schools to manage CPTD programmes.

These documents helped in revealing some of the information which might have been left out during the interviews. Creswell (2014, pp.241-242) has provided the following advantages of document analyses:

The researcher is able to get the language the participants usually use; which determines the mood. Documents can be accessed by the researcher at any time, not disrupting the routine of the participants and can take them home or make copies, of course, with the permission of the participants. The researcher could then analyse them at the comfort of his home or office. Documents represent data to which the participants have given attention in preparing. These would be minutes of meetings about the implementation and management of CPTD programmes. Because the documents save as written evidence, they save the researcher time to transcribe; and the information provided by documents is usually in an unbiased form.

At the teacher development section of the Zululand District, the researcher wanted documents showing the implementation of the SACE managed CPTD programmes in the whole district. The researcher also looked for data that showed how the section

was assisting schools in managing the CPTD process. The researcher further looked at the district records on the implementation of SACE-managed CPTD programmes in the other districts of South Africa. The records obtained at the district office provided data at a much broader scale than data gained from just one research site (Mohojan, 2018). The analysis of the policy documents, training materials and other documents related to how the implementation of CPTD would provide an understanding on the implementation and management of the CPTD programmes in the Zululand District.

## **4.6 POPULATION, SAMPLE AND SAMPLING PROCEDURE**

### **4.6.1. POPULATION**

The population of the study is defined by Creswell (2014) as a comprehensive group of individuals that conforms to a specific notion which is of interest to the researcher and that can be generalised by the researcher. In this study, the population consisted of male and female teachers employed on a full-time basis by the DBE in the Zululand District. All teachers in DBE are required by law to be registered with SACE and it is mandatory for all SACE registered teachers to be involved in CPTD (SACE, 2012). The population included teachers in all post levels at both primary and secondary schools. An official from the teacher development section in the district was also included because they were responsible for the implementation and management of CPTD in the Zululand District.

### **4.6.2. SAMPLE**

The researcher cannot study the entire population; therefore, the researcher must choose a sample which is truly representative of the entire population from which inferences can be made (Bhattacharjee, 2012). Cohen, Manion and Morrison (2018) argue that the quality of any research work is determined by the method and the instrument used for sampling. Therefore, a sample is a very important part of a research study because it is the part of the study from which data are obtained. The process of sampling must be done correctly because if data are collected from wrong participants, it would not provide appropriate answers to the research questions and the study would be in vain (Sekaran & Bougie, 2016).

### **4.6.3 SAMPLING PROCEDURE**

Marshall (cited by Kielman, Cataldo & Seeley, 2012, p.24) states that there are three wide methods of qualitative sampling; namely, convenience sampling, judgement

sampling and theoretical sampling. In this study, the researcher used judgement sampling which is also called purposive sampling. Yilmaz (2013) points out that purposeful sampling is the sampling method used in qualitative research because the sample used for the study must know about the phenomenon under scrutiny so that the participants could express their personal feelings and experiences when they interact with the phenomenon. At the same time, Castillo-Montoya (2016) maintains that in purposive sampling, the researcher would always have a certain type of people in mind because the researcher has an idea of the participants who will give the relevant data to the research questions. On the other hand, Etikan Musa and Alkassim (2016) advise that these people must be available, be willing to communicate in a fluent, sensitive and insightful way. The participants in this study were teachers at different levels of the Zululand District. It has been shown in the literature review that all teachers are directly affected by the implementation and management of CPTD programmes. Therefore, the researcher felt that all practising teachers were potential participants of the study because it deals with the enhancement of the implementation and management of CPTD programmes which is one of the important contributing factors in the performance of the teachers.

The number of participants in the purposive sampling is usually small because in a qualitative study, the aim is to get an understanding, the complexity and the extent of the context around the phenomenon (Gentles, Charles, Ploeg & McKibbin, 2015). If participants are in small numbers, they can provide data which expresses their personal feelings about a phenomenon (Tewksbury, 2009). Again, if participants are in small numbers they can give much more detailed data because they have enough time and confidence to express themselves (Sekaran & Bougie, 2016). Consequently, the small number of participants chosen by the researcher was able to provide the study with rich and appropriate data (Flick, 2009).

The researcher, therefore, chose a small number of district officials, principals, SMT members and post level 1 teachers, who were knowledgeable about CPTD programmes, to be the sample of the study. The researcher selected one official from the teacher development directorate in the Zululand District who gave data on the implementation and management of CPTD in the whole district. The researcher selected one principal from a primary school and one principal from a secondary

school. These principals were able to present in-depth data, feelings and experiences of principals at the primary and secondary schools levels about the implementation and management of CPTD programmes. The principals who were selected were those who started or were already principals in 2013. This is because the first group of principals to be signed-up by SACE for CPTD was in 2013.

The researcher conducted focus group discussions with SMT members from both primary and secondary schools. The focus groups were made up of 6 participants. From these focus group discussions, the researcher aimed to get information on how SMTs were implementing and managing CPTD programmes at school level. The last focus group discussions were conducted amongst post level 1 teachers at both primary and secondary schools. These focus groups were formed by six teachers with a mixture of teaching experiences from two years onwards. This group of post level 1 teachers gave the researcher data about the individual teachers' experiences in the implementation and management of CPTD in the classrooms.

**Table 4.1: Participants in the study**

<b>Category of participants</b>	<b>No. of participants</b>
District official	1
Principal - Primary school	1
Principal - Secondary school	1
SMT focus group – Primary school	6
SMT focus group – Secondary school	6
Post level 1 teachers – Primary school	6
Post level 1 teachers – Secondary school	6
Total number of Participants	27

Furthermore, Kielman, Cataldo and Seeley (2012) maintain that purposive sampling is used if the researcher wants to generate a theory or model. Purposive sampling then became relevant to this study because it has been stated that one of the aims of this study was to develop a model which would assist in the implementation and management of CPTD programmes. At the same time, Gentles et al. (2015) maintain that purposeful sampling includes participants from which the researcher can learn a lot about the phenomenon. The information the researcher gained from the

participants about CPTD programmes contributed towards the development of a comprehensive model which would assist in the effective implementation and management of CPTD programmes.

#### **4.7. VALIDITY**

In order to reduce bias and increase the validity of the research instrument, the researcher had to engage in prolonged and persistent fieldwork. Prolonged and persistent interviews would make the researcher undertake an interim data analysis and corroborate the results to ensure a match between the findings and the participants' reality. The researcher interviewed principals, SMT members and post level 1 teachers; all this was done at the DBE schools. The researcher feels that these interviews were persistent enough to reveal the reality and to provide valid data (McMillan & Schumacher, 2010, p.331).

It is recommended that a qualitative researcher uses several methods of research to allow triangulation of data across the methods. In this study, the researcher used one-on-one interviews, focus group interviews, and document analysis on related policy documents and other publications.

It is recommended that the researcher uses mechanical tools to record data accurately. All the personal and focus-group interviews were audio-recorded for accurate data capturing. Recording of the precise verbatim account from transcribed data was used to demonstrate the participants' views (McMillan & Schumacher, 2010, p.331).

The interviews were done in English, which is the language of teaching and learning. Participants were also allowed to express themselves freely in any language understood by the researcher (McMillan & Schumacher, 2010, p.331).

Interviews should be conducted in a natural setting which the participant is familiar with. This helps the participants to relax and be comfortable. All interviews were conducted in schools, which was the natural setting of the participants and in the district to conduct interviews with the district official (McMillan & Schumacher, 2010, p.331).

The researcher needs to check data with the participants to check whether they captured the correct data. In this study, data were informally checked with the participants for accuracy during the data collection process (McMillan & Schumacher, 2010, p.331).

The researcher needs to use participants' recorded data for corroboration, for example, in this study the researcher used the participants' PDPs (McMillan & Schumacher, 2010, p.331).

Each participant was asked to review the researcher's synthesis of the interview to ensure the accuracy of representation (McMillan & Schumacher, 2010, p.331).

#### **4.8 RELIABILITY**

According to Johnson (2012), reliability is the degree to which a study can be repeated with similar results. For reliability of the study, it has been recommended that there must be stability of observations: this is where the researcher would have made the same observations and interpretation of data if it had been observed at a different time or in a different place. The researcher believes that even if the same study were conducted anywhere else, in South Africa, it would provide the same data because all districts from rural areas are exposed to the same conditions and they are under the same department (Denzin & Lincoln (cited by Cohen, Manion & Morrison, 2018, p.270)).

There must be parallel form which is whether the researcher would have made the same observations and interpretations of what had been seen if the researcher had paid attention to other phenomena during the study. The researcher believes that he would have made similar observations if he had studied any other phenomena dealing with factors affecting the quality of education in South Africa because they are affected by the same socio-economic conditions (Denzin & Lincoln (cited by Cohen, Manion & Morrison, 2018, p.270)).

There must be inter-rater reliability which is whether another study with the same theoretical background and studying the same phenomena would have interpreted

them in the same way. The researcher believes the theoretical background would yield a similar interpretation as this is taking place in the same country (Denzin & Lincoln (cited by Cohen, Manion & Morrison, 2018, p.270)).

#### **4.9 DATA ANALYSIS METHOD**

The analysis of data in the qualitative approach is an inductive process where data are organised into categories where patterns and relationships are identified (McMillan & Schumacher, 2010). After data have been collected from face-to-face interviews and focus group discussions by an audio recorder, the researcher then transcribed the interviews word-for-word to facilitate the analysis process. The researcher then analysed emerging themes which involved the classification and presenting of data patterns through interpretation (Alhojanailan, 2012).

The process of analysing data which was followed started with preparing and organising data, and this included transcribing interviews and typing notes. This was followed by reading through all the data to get the general view of the collected data. This was followed by coding of data which was a process of bracketing segments of data and writing a word representing a category on the margin. Then there was presenting data in themes. Themes were then reviewed. There after there was defining and naming themes. Then there was the writing of the report by making use of themes that relate to the research questions (Creswell, 2014, pp.147-148).

After the transcription of data into a written format, the researcher identified similar patterns, categories or themes which were coded and grouped together. Emerging topics were written as codes and codes were written next to the appropriate parts. Codes were then categorised into themes. Themes which were found lacking in terms of relevance were removed while others were further simplified to provide more meaning. These themes were then analysed to show how they were related and how they relate to the research questions. This process culminated in the presentation of the main results of the study.

#### **4.10 ETHICAL CONSIDERATIONS**

Ethical considerations are concepts which make it morally correct to conduct a research project (Seekaran & Bougie, 2016). This includes issues of informed consent, respect for the participants and confidentiality of the participants (Castillo-Montoya,

2016). Since the researcher in this study wanted to get the perceptions of participants, it was important to take into consideration all the recommendations and suggestions which would address all the ethical concerns of the participants. The researcher did this to gain the trust and the confidence of the participants so that they could easily provide the maximum amount of data related to the study without any fear or doubt of being victimised.

#### **4.10.1 PERMISSION TO CONDUCT THE STUDY**

Edward and Holland (2013, p.77) state that most research institutions require that before their members conduct research, they must have ethical approval from their institutions. In this study, permission to conduct research was sought and obtained from the University of Zululand Ethics Committee. An ethical clearance certificate was issued by the University of Zululand Ethics Committee, valid for a period of one year for the researcher to conduct the study. Thereafter, permission was sought and obtained from the KwaZulu-Natal Department of Education to conduct research in the schools falling under the jurisdiction of the department. The researcher then phoned the principals of the schools and the district official with whom the researcher was going to conduct one-on-one interviews to ask for permission to conduct interviews and to secure suitable dates for the interviews. The researcher also phoned the principals of the identified schools where focus group interviews would be conducted to ask for permission and to set up appropriate dates for the interviews. The researcher also prepared and dispatched letters to principals of the different schools where one-on-one interviews and focus group interviews would be conducted.

#### **4.10.2 INFORMED CONSENT**

Edward and Holland (2013, p.77) state that most social researchers consider it as an ethical practice to gain written consent from the participants, which informs them about the research study. This includes, inter alia, why they are being asked to participate, the activities the participants are being asked to do, what the benefits from the study will be, issues of confidentiality and anonymity, rights to withdraw, who to approach for further information or to complain. The signing of the consent form by the participants shows that they are participating in the study on their own free will (Edward & Holland 2013, p.77).

When the researcher arrived at different sites, he thanked the participants and explained the purpose of the study to the participants. The researcher then informed the participants that participation in the study was voluntary. The participants were also informed that they would not be victimised for withdrawing from the study. The researcher went on to inform the participants that their identity would not be revealed. The participants were informed that the researcher would use letters of alphabets to conceal their identities. It was also explained to the participants that the interviews would be audio-recorded. The researcher explained to participants that the purpose of audio-recording the interviews would be to make sure that all the data provided during the interview were correctly captured. The researcher further assured the participants that the data they provided would be treated with the highest level of confidentiality. The researcher then issued consent forms for the participants to sign. These forms were a guarantee that no harm would be inflicted on the participants and that the participants were not coerced to participate in the study.

The researcher conducted the study in good faith, paid attention to what the results yielded (Sekaran & Bougie, 2016 p.59). This study was also conducted according to the following guidelines provided by Sekaren and Bougie (2016, p. 159):

- The study was conducted in secluded rooms with no outside interference.
- The researcher personally approached the participants to participate in the study; there was no posting of invitations to participate on social networks.
- Data obtained from the participants were presented as it was; there was no falsification or alteration in reporting the data collected during the study.

#### **4.11 LIMITATIONS OF THE STUDY**

The study was based in the Zululand District office and schools under its jurisdiction, but the environmental conditions found in this district are different to those found in the other districts; therefore, because of these conditions, a similar study may need to be done in those districts. There are other levels of management above the district office in the education department. A study directed at these levels might elicit other reasons for the poor implementation and management of CPTD programmes. Because of the subjective nature of the data collected by the qualitative methods, a second study might be needed to confirm the findings. A smaller sample size used in the study might

not be representative of what is happening in CPTD programmes in South Africa, a second quantitative study with a larger population might be needed to confirm the results.

Despite the shortcomings mentioned above, the researcher feels the data collected was of high quality.

#### **4.12 SUMMARY**

This chapter discussed the methodology which was employed to collect data in this study. The researcher explained the research design, which gave a clear picture of how the study was conducted. The researcher also stated the reasons for the research approach adopted in this study. This qualitative approach prompted the researcher to use the interviews and document analysis as data collection instruments. The researcher then explained how the personal interviews, focus group discussions, and document analyses were used to collect data to answer the research questions. The researcher went on to explain the target population of the study and how the sampling of the study was done. The researcher explained how the collected data were analysed by using themes to prepare for the following chapter which is the presentation and analyses of data.

## **CHAPTER 5**

### **DATA ANALYSIS AND INTERPRETATION**

#### **5.1 INTRODUCTION**

The previous chapter presented the research design and methodology which underpins this study. In this chapter, the researcher presents the findings and analyses of data collected from one-on-one interviews held with an official from the teacher development section in the Zululand District. One-on-one interviews were also conducted with a principal from a primary school and another principal from a secondary school in the Zululand District. The other data were generated through focus group discussions held with SMT members and Post Level 1 teachers at primary and secondary schools in the Zululand District. The researcher also derived data from document analyses which was done when the researcher was conducting interviews and focus group discussions at different sites.

The data are presented according to themes and sub-themes, which are related to the research questions. A detailed presentation of the important findings is tabled together

with direct quotes from data collected. In order to protect the identity of participants, the researcher used the symbols to describe the participants.

The following table gives the summary of themes and sub-themes which were identified after the thematic analyses of data.

**Table 5.1: Themes and sub-themes**

1	Theme 1	Knowledge of CPTD programmes
2	Theme 2	Focus areas of CPTD programmes
3	Theme 3	Frequency and duration of the CPTD programmes
4	Theme 4	Models of presentation of the CPTD programmes
5	Theme 5	Efficiency of facilitators
6	Theme 6	Time and location of CPTD programmes
7	Theme 7	Management of CPTD programmes
8	Theme 8	Teachers' needs
8.1	Sub-Theme 1	Integrated quality management system (IQMS)
9	Theme 9	Relevancy of CPTD programmes
10	Theme 10	CPTD programmes to be made mandatory
11	Theme 11	Funding of CPTD programmes
12	Theme 12	The SACE-managed CPTD system
12.1	Sub-Theme 1	Registration for the SACE-managed CPTD system
12.2	Sub-Theme 2	Management of the SACE-managed CPTD system

13	Theme 13	Problems related to the implementation of SACE-managed CPTD system
14	Theme 14	Strategies to improve the implementation of CPTD programmes in the Zululand District.

## 5.2 DISCUSSION OF FINDINGS

This section presents the findings according to the themes tabled above.

### 5.2.1 KNOWLEDGE OF CPTD PROGRAMMES

The researcher felt it was important to establish the participants' knowledge of what CPTD programmes are before embarking on the interviews. The researcher embarked on this exercise so that he and the participants would have the same understanding of what is meant by the CPTD programmes. This was important because the researcher and participants had to establish which programmes are regarded as CPTD and why they are called CPTD programmes. It emerged from the responses that all participants had a narrow understanding of what CPTD programmes are. Below are examples of verbatim quotes from the interviews with attendant interpretations.

SMTP 2 said:

*CPTD programmes are programmes whereby teachers capacitate one another in terms of teaching and learning in order to attain the goals of the curriculum.*

PS said:

*CPTD programme are all those programmes teachers engage in so that they can improve their performance.*

PP said:

*CPTD programmes are all the programmes teachers are made to attend to help for curriculum delivery.*

PLP2 said:

*CPTD programmes are those programmes used by the department to help the teacher to adapt to the new changes.*

ZDS replied:

*CPTD programmes are programmes which teach us to earn points during the CPTD system.*

The researcher found that most teachers do have an idea of what CPTD programmes are, although they could not give an all-encompassing definition. The researcher then explained to the participants that CPTD programmes include all programmes designed for the continuous professional development of teachers with the ultimate aim of improving the teachers' performance which result in the development of the performance of the learners.

### **5.2.2. FOCUS AREAS OF THE CPTD PROGRAMMES**

Most of the participants stated that many programmes are focused on content knowledge. The CPTD programmes are meant to develop teachers professionally which means that all the areas which affect the teachers' performance must be targeted by the CPTD programmes. The preoccupation of schools and districts with curriculum delivery has resulted in the neglect of other programmes which can enhance the performance of learners. The other programmes which are not related to subject content knowledge are seen as a waste of time and resources, whereas they also play a pivotal role in the enhancement of the teachers' performance which directly leads to the improvement of the learners' performance. Therefore, the CPTD programmes which are planned for teachers must be properly managed to cover all essential aspects which are related to the teachers' performance. According to DeClercq and Shalem (2014), the problem with CPTD programmes organised by the DBE is that they only deal with subject matter knowledge and the recommended ways of teaching.

PLP1 complained:

*Whenever we are called for workshops it is only for content knowledge and assessment. The advisors rarely talk about the different skills of teaching and the other problematic areas we have as teachers. The only thing the subject advisors talk about in these workshops is what we are expected to teach.*

*SMTP1 supported the above the assertion by saying:*

*Every time we are called by the district it is only for subject content. In the past years we did have workshops directed towards managerial skills, but these have since been done away with, as a result our management skills are never sharpened, except maybe once a while where we are workshopped on curriculum management, even then we are just shown how to fill curriculum management tools.*

It does happen that at times the CPTD programmes are not directed at subject content as the following participant intimates:

PS indicated:

*The focus is mainly on subject matter content but, usually once a year as principals and members of school governing bodies we do have workshops conducted by the governance section on issues related to school governance.*

CPTD programmes which are aimed at curriculum delivery are not the only programmes needed in schools to help teachers improve their performance. It is important that when CPTD programmes are planned, they must be planned to target all the areas which need development in the school. This raises the important point of teacher developmental needs. To be successful in their aim of professionally developing teachers, the planners of the CPTD programmes must, as a starting point, identify the needs of the teachers. This means they must work with the teachers to identify areas where the teachers need to be developed. It is only through identifying the teacher's needs that the relevant CPTD programmes can be developed.

SMTS 3 argued

*Even though the programmes are mainly directed at curriculum delivery, it is the subject advisors who decide which areas need to be analysed. Even for those areas you find that the subject advisor does not give teachers enough time to prepare so that there can be proper engagements, as a result the teachers just sit there listening and take notes.*

If teachers could be consulted about their needs, they will raise specific problem areas which they wish could be addressed. It is during these sessions where possible solutions to problem areas may be found. If these sessions can be properly planned, teachers and officials can deliberate on these problematic areas and come up with possible solutions.

As it is stated by, PP:

*I would have liked it if the CPTD programmes would also be directed to areas like classroom management which has proven to be a major problem especially with the newly appointed teacher. The other area which needs urgent attention by the district is the professional conduct of teachers.*

Other areas of development were pointed out by PS:

*The Zululand district must provide CPTD programmes which will deal with all the prescripts related to the employment of teachers because as principal we do not have a clear understanding about the laws especially those pertaining to leaves. The teachers must know all their rights especially those which are related to their employment. These deliberations will go on to include practical issues like teacher and learner discipline.*

### **5.2.3 THEME 3: FREQUENCY AND DURATION OF CPTD PROGRAMMES**

In order to have the maximum benefit, CPTD programmes must not be presented as short individual programmes. They must be presented as long continuous programmes (Bertram, 2011). In the Zululand District, the researcher found that the frequency of the programmes differs from primary schools to secondary schools and with the different learning areas. The frequency at which teachers in secondary schools have their CTPD programmes is higher than those in primary schools. However, teachers in secondary schools also complain that the frequency at which these programmes occur is not close enough for them to be able to connect the programmes with their performance in class. Because these programmes have a short duration and they have a long gap in-between their presentations, the teachers go to their classes without the necessary confidence to implement what was learnt during the CPTD programmes.

PP claimed:

*The CPTD programmes are held once a term for some subjects, some subjects have them once a year. It also does happen that some learning areas end up*

*without a CPTD programme for the whole year. In some schools I know there are teachers who have never attended a single CPTD programme for the past two years. With these gaps between the programmes it is not easy to build on the knowledge which was gained from the previous meeting.*

Except for the meetings at the beginning of the year where the previous year's results and the examiners' reports are discussed, teachers are required to bring along mark sheets where they have recorded learners' work and a few samples of learners' exercise books which are checked and signed by the advisor. There is no time set aside for teachers to engage with advisors so that teachers and advisors can engage each other on problematic areas in curriculum delivery.

PLS 4 argued:

*Teachers and advisors cannot discuss the problematic areas in their subjects because during these meetings the major concern is the moderation of learners work for that particular term.*

The official from the Zululand District stated that it is beyond their control to have proper and well-managed CPTD programmes. They find themselves in situations where they have to deal with a large number of teachers in each of the 5 circuit management centres. The Zululand District covers a very wide area which is mostly rural and usually there is one advisor per subject. It, therefore, becomes impossible to cover all the circuits in a short space of time. What also makes their work difficult is that they are given a limited amount of kilometres they can travel to schools per month. The other hindering factor is the policy of the district on CPTD programmes which states that all the activities which will remove teachers from their classes must start at 12h00. This makes it impossible for them to attend all the problems the teachers might have.

ZDS explained:

*The reasons we as a district offer a limited number of programmes and they have huge gaps in between is because of the shortage of both financial and human resources. The Zululand District is very wide in fact it is the largest district in the province in terms of the size, the number of schools and learners.*

*Another factor is the limit which has been placed on the number of kilometres the officials have to travel per month; they can only cover certain area for that particular month. The other reason is that there is a limited number of officials in the district to cover all the areas, for instance, there are only two members responsible for teacher development in the whole of the Zululand District.*

The teachers also stated that these meetings end up being information sessions where the official will tell them what is expected during that term and if they question anything, the officials will respond by saying that the teachers must do as they are told and not ask questions.

SMTP3 noted:

*Because our meetings have large gaps in-between you find that the facilitators will cram a lot of work in a short space of time. This results in teachers not being able to get the necessary clarification in terms of different concepts and the best ways of implementing the new concepts. The teachers at these meetings are not given time for feedback on the work previously done to check whether what they are doing is proper.*

According to Petrie and McGee (2012), for CPTD programmes to be effective, they need to be sustained over time with rigorous learning sessions. The Zululand District cannot expect to have rigorous learning if there is a considerable space in-between their CPTD programmes. The space of time between the CPTD programmes cannot be expected to raise the confidence of teachers to implement what they have been taught in the CPTD programme in the various classes. This results in a situation where new and improved methods are not introduced in schools.

#### **5.2.4 THEME 4: MODELS OF CPTD PROGRAMMES PRESENTATION**

The effectiveness of a CTPD programme is determined by the models used for presentation. If teachers attend these programmes, they must benefit by having their skills improved so that they can enhance the quality of education they are going to deliver to the learners. The basic aim of the CPTD programmes is to improve teachers' professional competence. These CPTD programmes can only do this if they are delivered in such a way that they inspire teachers to improve their capabilities. Darling-

Hammond et al. (2017) state that all successful presentation models provide teachers with opportunities to think about the programme, to have an input in that programme, it allows teachers to reflect, and make a change in the teacher's life.

It is during the presentation of the CPTD programme where the professional development of teachers is actualised. De Clercq and Shalem (2014) state that most of the time the DBE CPTD programmes are based on a weak cascade system which has a one-size-fits-all approach. The effectiveness of the presentation model determines how well the message carried by a particular CPTD programme will be delivered. This means that the presentation model can make or break the CPTD programme. As adult learners, teachers need specific presentation models which are geared towards adult learning theories. These models will make the learning of teachers enjoyable and fruitful. When deciding on these models, the facilitator must take into account the available resources in the Zululand District. The facilitator must also use a variety of models to keep the participants interested in the presentations.

PLS4 stated:

*Whenever we are called for CPTD programmes the facilitators always present in a workshop format. As a result, I do not know any other presentation model. This has become boring, because even if the knowledge is new if it is going to be presented in a similar fashion all the time it becomes monotonous.*

Qablan et al. (2015) warn that many scholars have condemned the workshop as a form of training that it is ineffective in providing teachers with enough content, time and activities for increasing teachers' knowledge and in bringing about noticeable changes in the teachers' classroom activities.

PLS6 concurred:

*The method of presentation which is commonly used is the lecture method, where the facilitators will distribute notes and give short explanations on some points and then tell us what is expected from us. This is because the CPTD programmes are given insufficient time to make presentations in the Zululand District. The CPTD programmes start at 12:00 and they must end at 14:30 because of the rural nature of our district it becomes impossible for teachers to get transport back to their schools after 14:30. As a result, the facilitators must*

*use the quickest and easiest model of presentation. On the other hand, teachers are reluctant to engage the facilitators because they might waste time as they are expected to rush back to their schools as many of them use public transport which in most cases live at 14:00 to 15:00.*

The Zululand District policy that all CPTD programmes must start at 12h00 has had a very negative effect on the implementation of CPTD programmes because it limits the time in which the teachers can collaborate. The time for teachers to interrogate the concepts is very limited. The teachers do not develop the necessary confidence after the CPTD programmes; therefore, they are not sure how to implement the new knowledge. On the other hand, facilitators cannot evaluate the success of the other programmes when they start with the new programmes.

On the issue of the district policy, PPLS 3 said:

*The only time we engage with facilitators and begin to learn like adults is when the established rule of the district is broken and we start our programmes at 9:00. During these programmes we learn a lot because we interact with presenters and other teachers. It is only during these sessions when we feel that there was professional development taking place. During these sessions, even the problems we have at schools can be attended to. It is during these sessions that we feel our skills have been sharpened. As for me, I would suggest that all programmes start at 9:00 because we will have enough time to engage and the facilitators will have enough time to conduct follow up programmes and let teachers collaborate amongst themselves for effective implementation of the CPTD programmes.*

#### **5.2.5. THEME 5: EFFICIENCY OF FACILITATORS**

The quality of the facilitators can affect the CPTD programme, either positively or negatively. Stout (cited by Phasha, Bipath & Bekman, 2016) states that the training of the facilitators makes them more effective. The efficiency of the facilitators is determined by how well the facilitators present the CPTD programmes. Even if the presentation model is not inspiring to the teachers but if the facilitator is presenting the programme in an interesting and motivating manner, the flaws of the presentation model will do minimal damage to the message of the CPTD programme. This is

because when teachers attend these sessions, the basic aim is to learn new knowledge and skills. And if the facilitator can present in an interesting and inspiring manner, the purposes of the CPTD programme are achieved. Mashau, Mutshaeni and Kone (2016) state that the ISPFTEDSA technical report recommends that all subject advisors be encouraged to improve their curriculum proficiency. There are two aspects which define the efficiency of a facilitator, namely the skill of presenting and the content knowledge of that particular CPTD programme. It has already been established that the implementation of the CPTD programmes in the Zululand District is faced with several problems but a skilful and knowledgeable facilitator can still find a way of making the presentation of the CPTD programme fruitful to the teachers.

SMTP3 said:

*There are instances where you find that the presenters are good, their presentations inspire you to look forward to next session because the methods they use to present are inspiring and they are able to answer all questions posed to them. But I must add that these are very few and they are from outside the Department of Education*

If the facilitator has an understanding of the adult learning theories and is clear about the content of the CPTD programmes, most of the presentation problems could be solved (Morales, 2016). This is because as adults, teachers can recognise if the facilitator lacks in one or both of these aspects. They then lose hope in the facilitator which results in the collapse of the whole CPTD programme. The facilitators must be taught these skills because most of them were promoted from teaching children at different schools. When the official from teacher development section was asked about these trainings,

ZD replied:

*If teachers are promoted to the district office, there are no special training [sessions] they are made to attend to equip them with the necessary skills to facilitate in CPTD programmes.*

The foregoing statement means that because facilitators from the Zululand District are not trained on presentation skills, they cannot be expected to properly facilitate the

CPTD programmes. According to Phasha, Bipath and Beckman (2016), it is the responsibility of the organisation to train the facilitators so that they positively deliver on their mandate. This means that the Zululand District has an obligation to train its officials on facilitation skills after they have promoted them from schools. Sending officials to facilitate CPTD programmes without proper training is like sending soldiers to war without the necessary weapons.

#### **5.2.6 THEME 6: TIME AND LOCATION OF CPTD PROGRAMMES**

The teachers have already raised concerns with the Zululand District policy on CPTD programmes which states that all programmes must commence at 12h00. The implementation of this policy is also made difficult by the fact that most parts of the district are rural. As per this policy, the programmes must start at 12h00, but teachers cannot afford to start at their schools before attending CPTD programmes. The means of transport available to the teachers which can take them to the centres where these programmes are conducted are only available in the morning. They, therefore, leave early in the morning when transport means are available only to arrive at the CPTD programme venue at about 8h00 and they have to wait until 12h00 for the programmes to start. The programmes end at 14h00 to allow teachers time to get the available transport back to schools. By the time the programme begins, the teachers are already exhausted because of the hours they had to wait for the programme to start. It would make a huge difference if the centres at which these programmes are held were brought next to the teachers' schools. This is confirmed by Opfer et al. (cited by Steyn, 2013) who stated that teacher professional development cannot be properly understood away from the centres where teachers are practising.

PL5 said:

*You have to wake up early in the morning to get public transport to the venue which is used for the programmes, because you have no choice of transport means. The reason being that if you fail to get this transport means in the morning there is no other means of transport available to take you to the venue. You arrive at 8:00 and you have to wait for the programme to start at 12:00, by this time you are already fatigued. Your concentration is very low; you do not have energy to lively participate in the activities of the programme. You are just there to get the notes distributed by the officials. At the same time, you are*

*worried about transport, because the last available vehicle which can take you home lives at 14:30 or 15:00. Because the venues of the CPTD programmes are not near us we end up benefiting very little from these programmes.*

Phorabatho and Mafora (2013) maintain that it is the responsibility of the facilitators to organise a comfortable venue which is convenient for all the participants. If the venue lacks any of the basic human needs, it results in situations where participants cannot concentrate because they are demoralised. Any CPTD programme attended by participants who are exhausted and demoralised is bound to fail, and this affects the performance of learners and the general standard of education.

Another logistical problem is that there are no year or term schedules for CPTD programmes. Teachers are told at very short notices that there will be a particular CPTD programme. The notices they are given are usually too short for them to prepare themselves financially and the schools have to pay for the teachers' transport to these programmes. The first problem with that is the fact that schools cannot budget for these programmes because they do not know how many programmes will take place that year or term. The other problem is that the venues always differ from programme to programme, so schools cannot budget for unknown venues. Moreover, the DBE discourages schools from paying for these programmes, yet it is the learners who stand to benefit from them. This results in schools not prioritising the CPTD programmes.

PP lamented:

*When we as School Governing Bodies have financial management workshops conducted by the officials from the district they always tell us that the money which the DBE deposits into the school account is meant for learners' activities. They say teachers can only be compensated for attending CPTD programmes. But you find that schools find it difficult to pay that compensation because these programmes have no schedules with dates and venues to allow schools to budget for them. As a result, as a principal, you cannot estimate the required amount. This results in other members of the School Governing Bodies suspecting that this is not a very important area in their children's schooling. In*

*fact, they view CPTD programmes as something meant only for teachers with little or no benefit to their children.*

An OECD report (2009, p.74) revealed that teachers who have to pay for their CPTD programmes are less enthusiastic about attending CPTD programmes. At the same time, it has been established that the improvement of the performance of teachers is based on the teachers regularly attending CPTD programmes (Darling-Hammond, 2017). It, therefore, cannot be expected that teachers in the Zululand District who must pay for the CPTD programmes can meet the international standards of performance which are achieved by teachers who are paid to attend CPTD programmes.

### **5.2.7 THEME 7: MANAGEMENT OF CPTD PROGRAMMES**

Amanchukwu, Stanlyand and Ololube (2015, p.4) state that management theories are related to what happens in a group between the leader and the followers, it is about controlling, organising and evaluation. Management is there to establish and sustain progress. The management of CPTD programmes is meant to determine the success of the programmes. This process of management of the CPTD programmes will establish whether the CPTD programmes are being successfully implemented. The management process will highlight the problematic areas which need to be urgently attended to. For the management process to be successful, it requires the input of all members of the organisation (Amanchukwu, Stanlyand & Ololube, 2015, p.4). It was established that during the implementation of the CPTD programmes, the Zululand District does not afford teachers an opportunity to discuss the previous programmes. They do not check on how the CPTD programmes they offer to teachers are implemented in classes. The CPTD programmes offered by the Zululand District are offered without follow-up programmes which will ensure successful implementation. Phasha, Keshini and Beckman (2016) argue that when training has taken place, it is imperative for a system to monitor and evaluate the practices of the teachers; this includes whether they are implementing what they have been taught so that, if it needs be, strategies of presentation might be enhanced.

PS lamented:

*When our teachers attend these programmes we are not offered means and methods to check whether the programmes are implemented correctly in the*

*classroom. You are forced to believe what the teacher tells you. As for me, I think each and every programme must have an assessment tool attached to it so that we can be able to supervise and check if the teachers are implementing what they have learnt at a particular CPTD programme. In very rare occasions you find that the facilitator will give teachers assessment forms which are used to assess the programme and the facilitator. But these forms are useless because we never get the results of those assessments.*

This assertion implies that there is no control and evaluation of implementation and management of the CPTD programmes by the Zululand District. The facilitators conduct programmes with no inbuilt management tools, which contradict the recommendations of the ISPFTEDASA (DBE, 2011). Phorabotha and Mafora (2015) state that a proper evaluation system is necessary for facilitators because it provides feedback on the success or failure of the CPTD programme.

#### **5.2.8 THEME 8: TEACHERS NEED**

Sauders (2014) argues that in all the studies related to CPTD programmes, there is consensus that effective CPTD programmes must have clear goals and objectives which are aligned to the teachers' and learners' needs. The teacher development summit (2009) which resulted in the ISPFTEDASA resolved that all CPTD programmes must be directed by the teachers' needs. It emerged from the collected data that teachers know that CPTD programmes are meant to address their professional needs. They saw the need for CPTD programmes. In fact, these programmes were seen as an essential component of the teaching profession. That is why, when asked if the CPTD programmes should be made mandatory to all the teachers, not a single participant disagreed. To affirm the latter point,

SMTP1 said:

*CPTD programmes make us better teachers. The new knowledge we gain from these programmes help us to solve most problems we might encounter in our day-to-day work. They make us conversant with all the new developments in the teaching profession. The only way we can catch-up with what is happening in modern society is through CPTD programmes. Therefore, these programmes must be made compulsory to all the teachers if we are serious about the future*

*of children. But these programmes must be so structured that they address our needs because as adults we know which areas of our profession need development. The only thing which the department must do is to ask us about our needs.*

The conclusion from this statement is that for CPTD programmes to be relevant and helpful, the teachers' needs must be taken into consideration. The other important element is that it is the teachers themselves who must identify the needs. CPTD programmes which are imposed on teachers cannot be expected to have any effect on the teachers' professional development. The researcher discovered during the document analysis that even if the teachers felt the need for CPTD programmes to address their need, not a single school could provide the researcher with the minutes of the Professional Development Committee. This committee is supposed to be responsible for organising internal CPTD programmes. The teachers were expecting the Zululand District to organise the CPTD programme for them. The programmes they organised internally were very minimal and informal such that they did not regard them as important. The researcher did impress upon the participants that school-based CPTD programmes are also important.

Another contributing factor which was discovered by the researcher is that teachers are not aware of the service providers who can help them whenever they have a particular problem. When the researcher asked for a list of service providers on professional development services (during the collection of documents for analysis), all the participants had no knowledge of such a catalogue. The researcher learnt that SACE has never provided schools with such a list. SACE has an obligation of providing schools with the name and contact details of all approved service providers who can help teachers in addressing specific professional needs (DBE, 2011). This means that even if schools can identify professional development needs, they do not know who can provide an accredited programme to address them.

SMTS6 said:

*It does happen that teachers bring problems to us especially if we are having our departmental meetings. You sometimes find that you as a head of the department, you cannot give the required assistance. When you take the matter*

*to the SMT meeting you find that there is nobody who can give the necessary assistance, even when the principal enquires from the district there is no one who can give the required assistance. That is when you see that a catalogue of service providers would have solved the problem.*

The instrument which is used by the Zululand District to determine the teachers' needs is the analysis of the Grade 12 results. They will analyse the performance of learners in all the subjects in the district. They will then analyse the performance of the learners in each question. After they have identified the subjects in which the learners are not performing well, the subject advisors of those subjects are sent out to address those subject teachers. They then analyse the questions in which learners are not performing well; again, subject advisors are sent out to address those areas. This is the only tool used by the Zululand District to identify areas in which teachers need development. They will then structure their CPTD programmes along those areas. This does not seem to be working because the same tool is used, and the same areas are identified each and every year. Consequently, the areas of concern are addressed with the same programmes. When using this tool, the Zululand District does not seek input from the teachers who are doing spadework.

The ZDS explained:

*After grade 12 examinations, the markers will always provide us with the analyses of the performance of learners for all the subjects in each and every question. This forms the bases from which we identify areas where teachers need assistance, because the assumption is that in the areas in which learners are performing badly is because teachers do not have the necessary pedagogic knowledge in those areas.*

This is not a very reliable method of determining teachers' needs because there can be several problems related to this underperformance of learners which can only be stated by the teachers when proper research is done. With this method, the Zululand District is only treating the symptoms but not the cause. This method also goes against the suggestions of the DoE (2011) which states that the professional development programmes of teachers shall be based on the problematic areas identified by teachers.

#### **5.2.8.1 SUB-THEME: INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)**

IQMS is a professional management system aimed at improving the South African education system by combining the Developmental Appraisal System and Whole School Evaluation using an instrument with standardised performance areas by the Education Labour Relations Council (DBE, 2008). One of the very important aims of IQMS is the identification of the teachers' professional needs so that their performance may be enhanced (Ntombela, Mpehle & Penciliah, 2010). At the end of the IQMS process, a teacher is supposed to produce a personal growth plan which will detail all the areas in which the teacher needs improvement. This individual personal growth plan is then integrated with all the other teachers' growth plans in a school to produce a school improvement plan. Out of the school improvement plans, the circuit is supposed to develop a circuit improvement plan which will culminate in the district improvement plan. The process goes on until the improvement plan of the whole national department of education is drawn. Unfortunately, this is not happening, the programmes are drawn at schools but they are never utilised. Each year, schools submit improvement plans, but they are not utilised by the district to develop CPTD programmes for the teachers. The department makes sure that all schools submit school development plans because it does not accept any IQMS scores which result in pay progression without the school development plans.

The ZDS observed:

*Schools do submit their school improvement plans to the district, but the large number makes it impossible even to start working on them. It would be better if circuits could first develop their own programmes. I must admit we do not use school improvement plans to develop CPTD programmes or the district development plan.*

The statement mentioned above indicates that the Zululand District office does not use the school improvement plans which are products of the IQMS process to determine the needs of the teachers. This leads the researcher to the conclusion that in the Zululand District, the teachers' needs are never taken into consideration when planning CPTD programmes.

When analysing the documents at schools and at the district, the researcher found that schools have a document called a School Academic Improvement Plan. This document is drawn by the schools after they have been given the Zululand District improvement plan. The schools are instructed that the documents which they must draw be aligned to the district plan. This is the only document around which the Zululand District hinges its CPTD programmes. This approach which is used to compile this document is not inclusive of all members. The top-down approach makes it hard for teachers to own the plan because they have not contributed anything towards its development. According to Steyn (2011), teachers must have a choice in the selection of CPTD programmes because the top-down approach has proven to be unsuccessful.

PS explained:

*At the beginning of every school year, we know that we shall be called by the Zululand District where we shall be given the district development plan and we shall be instructed that within a specific period we must come up with our own school development plans. The plans which we expected to produce must be aligned to the district plan. In essence, what the district is saying is that our developmental needs must be aligned with that of the district. This takes away our independence as schools to raise those problems affecting our schools. When officials from the district office check on these plans they are only checking on how well aligned is the school plan to that of the district plan. Therefore, we can say these are district plans drawn by schools; they are not school development plans.*

The Zululand District needs to use the available tools, like the IQMS, to determine the teachers' needs so that it presents CPTD programmes which can be relevant to the teachers' professional needs. This will contribute to the improvement of the teachers' performance.

### **5.2.9 THEME 9: RELEVANCE OF THE CPTD PROGRAMMES**

The researcher wanted to know if the teachers found the CPTD programmes relevant to their needs. The relevance of a CPTD programme is very important to participants because it raises their enthusiasm levels to participate in the programmes. If teachers

feel that the programmes which are presented by Zululand District are relevant to their needs, teachers will become cooperative participants in the knowledge that what they are going to grow as professionals. The relevance of the CPTD programmes helps the teachers to overlook most of the problems which can be associated with the presentation of the CPTD programmes because the teachers will be placing value on what the programme is expected to deliver. The teachers will make sure that they attend these programmes as missing them would negatively affect their performance in class. According to Darling-Hammond et al. (2017), for any CPTD development programme to be effective, it must be related to what teachers do in class because a programme will only be successful if it improves the teachers' performance in the classroom. It is the teachers who know the problematic areas in their classes. It is for this reason that their needs should be taken into consideration when CPTD programmes are designed.

PLS3 observed:

*The CPTD programmes offered by the Zululand District are sometimes relevant to what is happening in class, but the problem is that they are repeating things in each and every workshop you attend. If you attend a workshop once you know what is going to take place in all the other workshops which are going to follow for that particular subject. As for me, the only workshop which was successful was about three years ago when I started teaching the subject I am currently teaching. After that there was nothing new I gained from these workshops. It becomes better if somebody from outside the department comes to present then you know that there you are going to gain something new.*

The South African Council for Educators, which is responsible for teachers' professional development, does not provide teachers with alternative service providers who can address the teachers' professional needs. The schools are not aware of the SACE catalogue of approved service providers which can help schools to arrange CPTD programmes for their teachers or for individual teachers to organise their own programmes. When the researcher asked the participants if they were aware of the SACE catalogue of service providers who can help to revive their knowledge or help with new and improved strategies to teach the learners, most

participants were surprised about the services which can be provided by SACE. One respondent (PS) replied:

*During our training on SACE managed CPTD we were told that SACE will approve programmes which we shall attend to avoid us engaging in programmes which are not credible. The expectation was that SACE will always inform us about these programmes at least once a year.*

The official from the Zululand District office was asked about how they make teachers aware of other service providers who can help to improve the competence of the teachers.

The ZDS responded:

*As a district we do not have knowledge of these services providers, I think it is the responsibility of SACE to inform the teachers about these providers because they do the accreditation. After they have done the accreditation they should try to inform the teachers, so that teachers can know which service providers are accredited to help them.*

Petrice and McGee (2012) argue that for any CPTD programme to be effective, it must be related to the present context in which teachers find themselves. Therefore, the Zululand District must implement CPTD programmes which have updated content material. These programmes will help the teachers in solving the problems they are confronted with at that particular moment. Such programmes will be loaded with content material based on the latest research. Teachers will, therefore, be interested in attending these programmes knowing that they will get the latest knowledge and skills. This will eliminate the problem of the same CPTD programmes being repeated every year. It will also raise the interest of teachers to attend these CPTD programmes if they know that from each programme they come back with something new. When teachers were asked if they were excited and looking forward to the next CPTD programme by the Zululand District,

PLS4 replied:

*The programmes are only exciting for the first time when you attend for the second time you find that it is a repetition of the other programme you then lose interest to attend other programmes. The subject advisors should try and come up with new content this will raise the interest of the teachers and they will always look forward to attending the subsequent programmes.*

The repetition of programmes does not only make them less attractive to the teachers, but they also become more irrelevant because of the knowledge explosion we are subjected to these days. It, therefore, becomes the responsibility of the facilitator to share new information on a particular subject with the teachers.

#### **5.2.10 THEME 10: CPTD PROGRAMMES MUST BE MADE MANDATORY**

According to Steyn (2013, p.280), CPTD programmes are mandatory for teachers who are registered with SACE because they inspire and recognise teachers'

- undertakings to improve their own learning and develop themselves professionally,
- collective participation in programmes which will improve them and improve learning within the school, and
- participation in learning programmes offered by other agencies.

The South African education system is performing badly when compared to other countries in the world (CDE, 2015). The performance of the teachers is regarded as the major cause of the poor performance of learners. If you want to improve the education system of any country, the starting point is its teaching force. CPTD programmes are regarded as development agents that will help raise the standards of teachers' performance to the level where they will produce learners who will meet the international standards. Therefore, teachers in South Africa have no choice but to engage in CPTD programmes which will help improve their performance (Phasha, Bipath & Beckmann, 2016). It is therefore not surprising to hear teachers responding in the following manner:

PLS1 said

*Off course the CPTD programmes must be made compulsory for all teachers because our work is full of challenges. Teaching is always changing; there is*

*always a need to be apprised with the latest research which will show us new methods of doing our work. Everyday new methods are discovered in solving new and old educational programmes and there is no better way than the CPTD programmes to apprise teachers on these developments. At the end of the day, CPTD programmes will make us better teachers. It is through quality CPTD programmes that we will be able to produce learners who will be able to compete at international levels.*

PLP4 concurred:

*Even though there are problems associated with the presentation and management of CPTD programmes in our circuit or district, every teacher is aware of the importance of the CPTD programmes in improving their performance. These programmes, when presented properly always make a difference in the performance of our duties. I personally would suggest that more CPTD programmes be arranged for the benefit of the learners. The other problem is that in our country there are a number of changes being introduced in the education system, therefore, we really need these CPTD programmes to help us manage the new changes.*

These assertions clearly demonstrate that there is a great need for CTPD programmes amongst the teachers. It is also clear that teachers regard the CPTD programmes as an important aspect in their profession. Notwithstanding the problems the teachers have experienced in the management and implementation of CPTD programmes in the Zululand District, they feel that those problems need to be resolved and the implementation of CPTD programmes must be intensified. The poor state of the South African education system demands that all teachers be subjected to well-managed CPTD programmes which will assist in improving the performance of learners. The CPTD programmes in South Africa play a significant role in the introduction of changes which are associated with the new education system.

#### **5.2.11. THEME 11: FUNDING OF THE CPTD PROGRAMMES**

Although the CPTD programmes are meant to improve teachers' professional competence, the DBE has to take responsibility of providing funding of these programmes because it is the DoE which is charged with the provision of quality

education (DoE, 2007). Quality education can be realised if teachers are provided with quality CPTD programmes, and quality programmes cost money. The NPFTED (DBE, 2011) and ISPFTEDSA (DBE, 2011) have made it clear that it is the DBE's responsibility to fund the CPTD programmes. At times teachers organise themselves into groups to supplement the CPTD programmes offered by the Zululand District by sourcing quality facilitators. However, these efforts have collapsed because they did not get any financial support.

Some teachers were of the idea that some form of remuneration would boost their attendance. They claimed that teachers would be interested in attending these programmes if they knew that there would be financial gains for attending.

PLP4 stated:

*Everybody loves money, no matter how little they will pay us it can boost our moral. In that way teachers will be interested in attending these programmes at the same time the department will be getting a teaching force which is well developed professionally. These teachers are in all probabilities going to enhance the performance of the learners which will increase the standard of the South African education system.*

Most of the teachers felt that it was important to get certificates because the certificate creates a sense of mastery of a specific section. If teachers get certificates, they will be encouraged to learn more about that topic to confirm their mastery of that topic or section.

PLS 2 maintained:

*Even if they do not pay us by giving us money let them give us attendance certificates which will be proof that I attend a certain programme I am therefore better than somebody who has not attended. The certificate can help us if we apply for better positions they will be proof of the knowledge we have gained. The certificate you get from SACE comes after three years and it does not specify the knowledge you have.*

Incentives are very important if you want to make people perform a certain task. You also must provide incentives to encourage participation. The incentives encourage people to persevere even if there are problems because they have set their eyes on the prize. The CPTD programmes aim to improve the quality of the teachers so that they can improve the quality of the learners. The incentives will ensure that teachers attend the programmes, and if programmes are structured in such a way that they encompass adult learning principles, there is a greater likelihood that the CPTD programme will be successful. The ISPFTEDSA (DBE, 2011) stated that there was no need for teachers to be paid for participating in CPTD programmes because if the reasons for professional development are clearly explained to them, they can be motivated to attend without any financial incentives given the value of the programmes.

#### **5.2.12 THEME 12: THE SACE-MANAGED CPTD SYSTEM**

One of the functions of the SACE is to manage teachers' professional development. The NPFTED (DBE, 2007) and ISPFTEDSA (DBE, 2011) emphasise the role that SACE has to play in the management of CPTD programmes. The SACE and the DBE came up with a system of managing CPTD programmes which will be sensitive to the environment in which the teachers find themselves in different parts of the country. SACE (2015, p.4) explains that the CPTD system has the following aspects:

- Continuous because learning never stops,
- Professional because the CPTD system is dedicated to increasing the capability of the teachers and their capacity to perform their teaching responsibilities in a professional manner, and
- Development because it provides teachers with clearly defined goals of improving their professional performance and improving teaching and learning by much wider than normal training courses.

The aim is for teachers to have overall control of their professional development programmes. The system aims to rejuvenate the teaching profession and to incentivise those who commit themselves to these programmes. The system (DBE, 2008, p.4) has six purposes, as outlined below.

- To improve the country's education and the quality of learner attainment.
- To manage professional development programmes to attain sharper emphasis and success.
- To renew the teaching profession and raise improved obligation to the profession's formative role in the advancement of our country.
- To add to the accountable independence and self-reliance of the teaching profession.
- To assist the profession in reconstructing its professional standing and role in progressing the values of social justice.
- To recognise the operational involvement of teachers in PD actions which are significant for the education system and the teaching profession.

A pilot study of the programme was done in 2009 and the actual roll out to the schools was done in 2013. The rollout was done according to the teachers' post levels starting with the principals and deputy principals and then the HODs and, lastly, post level 1 teachers. The roll out relied strongly on the cascade system. In adopting the cascade system, the government made a mistake because the cascade system has been proven not to be effective in the introduction of any new concept (Phorobatho & Mafora, 2015). Since the programme was rolled using the cascade system, teachers said they were aware of the SACE-managed CPTD system but they felt that it was not properly introduced and it was poorly managed by the Zululand District.

#### **5.2.12.1 SUB-THEME 1: REGISTRATION FOR THE SACE-MANAGED CPTD SYSTEM**

For teachers to participate in the SACE-managed CPTD system, they have to register with SACE management system. Most principals, deputy principals and some HODs claimed that they had registered. The problem was with post level 1 teachers; all teachers in this group reported that they were not registered with SACE. They claimed that it was the way the system was introduced to them which was a problem,

PLP6 said:

*Our principal just mentioned this SACE system when we were having a staff meeting. We all thought a follow-up meeting was still going to be held where a proper explanation of the process will be made. But this never happened, we*

*were expecting the principal to take us through the whole process from registration to the end of the process.*

Another post level one teacher concurred with what was said by the other post level 1 teacher, saying they were expecting their principals and HODs to inform them about the system.

PLS3 concurred:

*At one of the staff meetings, the principal was asked by one of our colleagues about the CPTD system and he responded by saying that after training of the HODs they will conduct a workshop here at school on the SACE-managed CPTD system. When the HODs had gone to the workshop the response of the principal was that even they are not clear about this system. They, therefore, felt it was not proper for them to conduct a workshop on an issue they do not understand. They said they were promised by people from the Zululand District that they are still going to conduct workshops for Post level 1 teachers which has never happened. This shows that even the members of the SMT do not have proper knowledge of this system.*

The principals and other members of the SMT stated that they were told during their training sessions for the SACE-managed CPTD system that they were supposed to appraise Post level one teachers so that they could register and then upload their points on the SACE system to get PD points. The SMT members maintained that it was not easy to cascade this information because they too were not sure about their knowledge of the system. They even suggested that the district conduct follow-up programmes, but these follow-up programmes were never done. This is a clear indication that most of the teachers in the Zululand District have very limited knowledge of the SACE-managed CPTD system. This led the researcher to conclude that in the Zululand District, the SACE-managed CPTD system has not been implemented.

PS lamented:

*It was very much unfair for the district to expect that we could be able to train our teachers on SACE-managed CPTD system when they had only trained us*

*for a few hours. They should have conducted a number of workshops where they would have checked how successful the implementation of the programme with us before expecting us to train our teachers. In any case, how would they have known that the post level one teachers are receiving the correct information if they are not sure about our knowledge of the system? This goes back to the question we discussed earlier of the presentation models they ask for their CPTD programmes. They just tell you what you are expected to do and leave you without ensuring that the message brought by the CPTD programme is received correctly.*

Teachers were not even aware that SACE had made registration easy by registering all teachers of the province at the different provincial head offices. The only thing that teachers were now expected to do was to upload their PD points. But the members of the SMT did not have the courage to implement the system because they lacked the working knowledge of the SACE-managed CPTD system. The SMT members blamed their lack of knowledge on the way they were trained. They said the training was of very short duration, with no demonstration or modelling and the training was very poorly contextualised and the facilitators were not adequately conversant with the system.

When the researcher was analysing documents, he asked for training manuals which were supposed to be used during the training of post level 1 teachers, but they were not found. In fact, one principal (PP) who had been engaged with the SACE-managed CPTD management system to the extent that he got a certificate said:

*Honestly, we were of the idea that the workshop for post level 1 is still coming. They could not have expected us to introduce and manage such a complex system with just one workshop. Although I did receive a certificate but I never went on to upload any more points because I saw that the department is not serious about the programme otherwise we would have had a number of workshops and all the teacher would have been trained about the system.*

When the system was first introduced in the schools, the DBE thought of a structure where they would train all members of the SMT and these members would then train

the post level 1 teachers. The main fault with this structure was that the DBE did not make sure that all members of the SMT were properly trained to the extent that they had developed the confidence to go and train other teachers. The DBE did not provide follow-up programmes to check if the system was properly implemented. After realising that there was a massive number of teachers who were not reporting their PD activities, SACE (2017) suggested that the small number of teachers who had gained certificates be used to help other teachers to report their PD activities. This method also did not solve the problem because in its subsequent annual report (SACE, 2018), SACE stated that there was still a vast number of teachers who were not reporting their PD activities.

The method of using teachers who already have certificates is bound to fail because most of the teachers whom SACE is planning to use have lost interest in the system because they claim that the department is not taking the SACE-managed CPTD system seriously. The other reason is that the teachers who have not participated in the process do not see any difference with those who have done so. Teachers have a general idea that participating or not participating does not make any difference in their professional lives. Thus SMTS1 argued:

*When this process was first introduced my principal was very serious about it such that he would upload all the PD points from the different meetings and workshops he had attended. When he reached the 150 points he told us as the SMT in an encouraging way to follow suit but only a few members followed him and they eventually lost interest because they all felt that the department was not interested in this system. One member who had earlier on participated in the system said his time was better spent helping grade 12 learners than with a system which is not taken seriously by the department.*

#### **5.2.12.2 SUB-THEME 2: THE MANAGEMENT OF SACE MANAGED CPTD SYSTEM**

According to SACE (2013), the service providers, the SMTs and the teachers are encouraged to give feedback to SACE on whether the system is user-friendly and how it could be improved. The problem with this expectation is that teachers and SMTs are not aware that they should report to SACE on their progress. Even if they encounter problems, they do not know who to contact.

SMTS complained:

*With this system even if you encounter problems, as we all did, we did not know who to contact because even the people from the district appeared to have no knowledge of the system. This you could detect during their presentations that they could not give proper answers. As presenters of the system, the Zululand District did not inform us that we were supposed to report to SACE about any progress. In any case, they are the ones who were supposed to come to us and get feedback about the progress in the implementation of the system.*

Teachers are able to monitor their participation in the SACE-managed CPTD system by analysing their Professional Development Portfolios (PDP). The SMT will also monitor the teachers' PDP where they monitor the participation of teachers and discuss improvements in their departmental meetings or with each teacher and during the PD meetings (SACE, 2013, p.15.). One of the documents the researcher wanted to analyse was PDP for educators, but the researcher could not find any PDPs from all the participants. The researcher also requested minute books for CPTD programmes meetings and not a single school could produce it.

PLS3 responded by saying:

*Are we supposed to have another file besides the file we keeping for our daily teaching activities? I have never heard of such a file.*

PS contended:

*We do not have a separate minute book for CPTD programme. We discuss our CPTD issues during our normal staff meetings. I am not able to check on teachers PDPs because we do not have PDPs in our school. Personally I do not think teachers will have time for PDPs because as it is now we are overwhelmed by what we have to teach in our classes. What is of concern now is that teachers must make sure that we improve our grade 12 results.*

When the Zululand District official was asked to name the documents which they check when monitoring the implementation of the SACE-managed CPTD system at schools, he replied by saying:

*Our district is very large in terms of the schools and the physical size and we are having a shortage of officials to go around checking on these documents. Therefore, we are not able to check whether schools do implement the SACE-managed CPTD system.*

SACE report (2013, p.15) stated that it would choose a sample of schools to monitor how the teachers were implementing the system. After that process of monitoring, SACE would inform each sampled school about the findings. SACE would also use the CPTD Information System to monitor the teachers' participation. It would then share the findings with DBE, service providers, Provincial Education Departments, schools and all teachers. When the researcher wanted to see these reports, there was no school which had ever received a report from SACE on the developments about the management and implementation of the CPTD system. SACE is also supposed to commission an external independent evaluator to check on the implementation of SACE CPTD management system (SACE, 2008). The report from this commission should be distributed to all schools by the DBE. The schools do not have such a report; even the Zululand District has never received such a report. The researcher even failed to get a report done by external evaluators from all SACE published documents, except an earlier report by CDE (2010).

### **5.2.13 THEME 13: PROBLEMS RELATED TO THE IMPLEMENTATION OF THE SACE-MANAGED CPTD SYSTEM**

The teachers were not fully apprised about the importance of the CPTD Programmes in their professional development, and that is why they do not regard it as an essential aspect in their professional life. It was not explained to the teachers that the SACE managed CPTD system was meant to encourage and recognise their participation in CPTD programmes. The teachers saw it as a burden which was increasing their workload.

PLP6 questioned:

*You mean we should be having another file on top of the one we are having which is taking all our time? Can't the department come up with another way managing this system; really this is too much for us?*

The department's preoccupation with learners' pass rates has led to teachers disregarding anything which does not talk to the immediate improvement in the learners' pass rate especially, in Grade 12. After a proper explanation by the researcher, the participants were willing to embrace the system because it dawned on them that with the proper implementation of the system, they can enhance their performance thereby improving the pass rate of learners even more. It was also made clear to the teachers that, if properly implemented, the SACE-managed CPTD system would expand the number of service providers who would be able to provide teachers with credible programmes which will help to solve much of the problems they have at schools.

The main problem which was identified was the presentation model which was used by the DBE to present the SACE-managed CPTD system. As with other programmes, the department used workshops which had a very limited duration, the presenters were not sufficiently knowledgeable about the system, and there were no programmes put in place to check whether the cascading system used was successful (DeClercq & Shalem, 2014).

PP argued:

*If for a change the SACE had used their own facilitators, who would have to specialise with the presentation of this system, it would have been better because these presenters would be much more knowledgeable about the system. They would be having all the time to present and to demonstrate to us exactly how the system works. These presenters would be able to answer all our concerns and probably have follow-up programmes to check if the system is properly implemented and be able to address teachers' concerns about the system.*

The district official also agreed that the magnitude of the presentation of the system required that additional staff be employed, and other alternative means be used if the system was to be introduced properly so that it can be fully functional.

ZDS insisted:

*If we had enough staff when the system was introduced, we would have been able to make proper presentations and design follow up programmes to check whether schools were implementing the programmes properly.*

The DBE and SACE need to engage in a more vigorous advocacy campaign which will ensure that all teachers are made aware of the programmes. Presently, teachers have a very superficial knowledge of the system. The advocacy campaign should aim at:

- Teachers appreciating the importance of professional development and continuous learning which will be followed by;
- Choosing and engaging in different types of professional development programmes;
- Collaborating in the SACE-managed CPTD system by logging in PD points and developing a PDP which will lead to
- Continued individual and professional development (SACE, 2012, p.58).

At the present moment, teachers view the system as something which will add to their workload. The DBE and SACE need to employ other methods of advocating because the cascade model did not work. This is emphasised by Engelbrecht (cited by Phahla & Okeke, 2015, p.8) that the cascade presentation model was unsuccessful in preparing both the officials and teachers for implementation of any programme. The advocacy campaign should be much more detailed and all-inclusive. It must be sustained by monitoring and assessment of the effects of teacher participation in the CPTD programmes. The advocacy campaign should not only focus on the details of the point system; the emphasis must be on professional development as a fundamental part of a professional teacher (SACE, 2012, p.59).

PS advised:

*The government should start afresh with a new and vigorous campaign to introduce the SACE-managed CPTD system because the first attempt was a complete failure. This time we must be all involved if need be extra staff must be employed*

Most of the schools in the Zululand District are in rural areas, and these schools lack basic infrastructure such as roads, water, electricity, and information communication technologies. This means that in rural areas educational reform activities are very difficult to implement. The rurality of the district will also affect the implementation of SACE-managed CPTD system. It has been shown earlier that it is a very difficult task to organise CPTD programmes in rural areas because of the distance between schools, the transport system and electricity. However, Phahla and Okeke (2015) state that most of these problems can be successfully addressed if teachers in these rural areas are involved in the planning of these CPTD programmes. They argue that most of the problems are caused by the top-down approach which is usually employed when these CPTD programmes are to be implemented. Ncube (2013) maintains that much more research must be done on the implementation of any developmental programmes in rural areas because they are having a different set of problems than the urban areas. It can then be concluded that for any programme to be successfully implemented, it must take into consideration how it can be implemented in the different communities.

PP argues:

*I think the implementation of the SACE managed CPTD system is much easier in the urban areas because the schools are in a much close proximity. This means that even if the officials can deliver a programme in a less effective manner teacher can easily come together and get somebody who can properly deliver the programme. During this second presentation, they are able to interrogate the programme and they can even have different models of implementing the programme. Unlike in the rural areas, where schools are far apart, it becomes a very difficult exercise to arranging such meetings. You then find teachers staying with their problems, which ultimately discouraging them on further participation in a programme.*

The pilot study which was prepared to check the possible problems in the system was not thoroughly done because of financial problems presented by the DBE (SACE, 2012). As a result, some of the problems which could have been prevented were not identified until the SACE-managed CPTD system was introduced. This has resulted in some teachers suggesting that the DBE must stop the process and do a proper pilot

study that will help eliminate some of the apparent problems which have been seen to be hindering the process of the SACE-managed CPTD system.

PP observed:

*It seems as if the government was in a hurry when it introduced this system. There have been a lot of problems associated with its implementation. It seems as if the system was not properly piloted. Because during the pilot period most of the problems we are identifying now could have been identified and dealt with. I, therefore, suggest that the government take the present period as a pilot period and correct the identified problems. Furthermore, the DBE and SACE should conduct a research study to get the views of the teachers about the system and how it could be implemented.*

The DBE has directed all its efforts to learner pass rates, particularly Grade 12 results; as a result, teachers are focusing all their efforts on this goal. Even teachers at primary schools are told that if their feeder schools are not passing above the 75% mark, they will have to account. Therefore, our schooling system is preoccupied with producing good Grade 12 results. The teachers are, therefore, not willing to engage in any programme which will remove their attention from Grade 12 results. They will, as a result, ignore any initiative that has nothing to do with the Grade 12 syllabi.

SMTS1 claimed:

*The problem with the implementation of the SACE-managed CPTD it is viewed by the teachers as something which is not going to make Grade 12 learners to pass. This is because teachers are directing all their efforts to increasing the pass rate of Grade 12 learners. Anything other than that is seen as a waste of time. In some schools, they do not even have extramural activities because all the available time is spent on Grade 12.*

SACE (2012) requested all provincial departments of education to have directorates which were dedicated to teacher development. This was done and all the districts had teacher development sections. But as time went on, these sections in the different districts were not functioning optimally. Most of them were not doing what they were created to do and they are presently not even functioning.

ZDS stated:

*When this section was established in this district, it had 6 members as the years went by these members were promoted to other sections. At the present moment, we are only 2 including my senior. With such a staff compliment how can we be expected to cover the whole district? This also shows that the government is not taking the issue of staff development seriously.*

There was a suggestion within the DBE (2012) that teachers should be slowly made mindful of the importance of the CPTD management system and be asked to take part in the system. When the buy-in has been secured, more details of the system could be revealed. Teachers at this point would know the importance of the system and participation would probably be much easier.

PS agreed with this proposal:

*The programme should be slowly introduced, with the initial task of the department being to have advocacy campaigns and road shows where the department will be explaining the importance of CPTD programmes. This will then be followed by the introduction of a system which will help to recognise the teachers' participation in the CPTD programmes. The second campaign will be coupled with a list of approved service providers who will provide teachers with accredited CPTD programmes. I think in this way the teachers will easily embrace the programme because they will be seeing its worth.*

It seems as if the implementation of the SACE-managed CPTD system was rushed before enough research and advocacy were done. Even more advocacy and campaigns needed to be done after the first implementation phase. Teachers told the researcher that the last time they were told about the system was when they were advised to register and upload points.

PS remembers:

*The first and the last we were told about the system was when we were told that we needed to register to upload PD activities for PD points. After that nobody ever boarded to remind us about the system, expect, in passing during*

*certain meetings we are told to feel in two attendance registers because the other register is for SACE. We are only told in passing about SACE issues, the only thing we know about SACE is that it is there to charge teachers for misconduct. We were also told in passing that we can now use the South African School and Administration System (SA-SAMS) to upload PD activities for our points.*

#### **5.2.14 THEME 14: STRATEGIES TO IMPROVE THE IMPLEMENTATION AND MANAGEMENT OF CPTD PROGRAMMES IN THE ZULULAND DISTRICT**

In this theme, the participants presented their views on how the CPTD programmes can be effectively implemented and managed in the Zululand District. The researcher regarded the views of the participants as very important because the successful implementation of the CPTD programmes depends on how the participants receive them. This means that if the factors which affect the implementation and management of CPTD programmes can be properly addressed, the CPTD programmes' primary aim of enhancing the performance of the teachers will be achieved. This will automatically affect the performance of the learners and this will raise the standard of the education system.

The first thing which was mentioned by all the participants was that before the CPTD programmes are implemented, there must be proper consultation with the affected teachers so that their needs can be determined. All the programmes must be structured to address the teachers' needs. It is only the teachers who are best suited to identify their needs. The DBE must do away with the top-down approach it is currently employing to identify areas of development without consulting teachers.

SMTP3 claimed:

*Most of the problems associated with the implementation and management of CPTD programmes can be eliminated if teachers are involved from the beginning in identifying problem areas which need to be addressed. Most of the time teachers are aware of the solutions; they just need some modification, to help solve existing problems.*

SMTS 2 concurred:

*The officials from the district must not forget that they are dealing with mature adult people with the same training as they have. They, therefore, have no right to dictate to teachers about how the problem areas must be treated. They must try to work with the teachers so that they can develop lasting solutions to the identified problems.*

PS summed up when he said:

*There must be nothing for us without us. Such an approach attracts resistance from teachers, who feel that they are coerced into the programme.*

If there is research done about teachers' needs, it helps to develop CPTD programmes which are owned by the teachers because they know that they contributed towards such development (DBE, 2011). The district officials must try by all means to avoid a top-down approach where they identify problems and then come with solutions. These are then forced down the teachers who must accept them without questioning.

This was clarified by SMTS1:

*If for example, the district officials receive examiners reports about specific areas in a particular subject which seems to giving learners a problem. The subject advisors should not on their own try to address these areas. They must come with those reports to the teachers where the problem will be jointly discussed. A common solution to that problem area will then be developed and what is more important is that the teachers can come up with different but helpful means of presenting that part of the subject to the learners.*

Teachers are adults and if their learning is to be successful, adult learning theories need to be adopted (Chametzky, 2018). These theories maintain that you cannot teach an adult person without involving them in all the learning activities. The teachers must be involved right from the identification of a development area to the learning strategies and the implementation of solutions. The officials from the district must arrange meetings with the teachers where they will discuss the CTPD programme for a particular problem. In these meetings, they will discuss everything about the programme from the presentation model to evaluation activities.

PL3 agreed:

*The first meeting to be called by the officials at the beginning of the year must be a meeting where we are going to discuss the problematic areas. Here we will discuss how these can be attended to. At these meetings, we can also discuss the presentation models we prefer. We can also discuss evaluation means which will be used to check whether the solutions have been successfully implemented in the classrooms.*

Another problematic area was that the officials call meetings at very short notice. The teachers felt disrespected when they have to leave whatever they had planned and attend to these programmes. When going to these programmes, they are not prepared because they are not given the agenda. They go to these meetings only to listen to the officials who will tell them what is expected of them and they cannot make any contributions as they have not been given an agenda.

PLS4 suggested:

*If the officials can come up with a schedule of CPTD programmes for a year; in this schedule, they will indicate the topics to be dealt with, in that way we will be able to plan ahead for the meetings and we can be able to adjust our daily schedules accordingly.*

The majority of the teachers were against the district policy on CPTD programmes which stipulates that all CPTD programmes should start at 12h00. Teachers felt that this policy defeats the whole purpose of the CTPD programmes which requires teachers to engage with other teachers continuously. The limited time set aside for the programme makes it impossible for them to collaborate with other teachers. It becomes impossible to hold continuous sessions to properly engage on a topic until one reaches a stage where one is able to apply it in a classroom situation successfully. They also feel their professionalism is undermined if the reason for holding CPTD programmes late in the day is that they are given time to start at school and do some teaching. They feel that they are professionals who can arrange for their own catch-up time. Another critical factor is that the rurality of the district makes it impossible for them to start at school and then attend CPTD programmes. This is because of the transport system. The transport system also makes it impossible for the teachers to

have enough time to collaborate with other teachers and deliberate on a particular topic. They also feel that by the time the programmes start at 12h00, they are already mentally exhausted because of the waiting. Those teachers who can start at school feel that at 12h00 they are not able to contribute like they would have contributed when they were eager in the morning.

PLP2 complained:

*This thing of having to start our meetings at 12h00 is really problematic because the majority of us stays far away from the centre where the meetings are held. We, therefore, have to leave early in the morning because there is no other transport after 8h00 to take you to town. You arrive in town at 9h30 and you have to wait for 12h00 by that time you are tired and you only have 2 hours for the workshop. This results in a situation where we only listen to the presentations and rush to get transport back to school which will leave at about 15h00.*

The teachers also felt the venues which are chosen for the CPTD programmes are adding to the ineffectiveness of the CPTD programmes. They felt that if these programmes can be held in each circuit (formerly known as wards), it could be more productive. A circuit consists of about 28 to 32 schools; therefore, if a CPTD programme is held at circuit level, there will be about 28 to 32 participants. This will ensure that there is proper collaboration and engagement among the teachers. In such a small group, the facilitators can use a variety of presentation models which ensure that the message of the CPTD programme is properly carried across.

PLS2 recommended:

*It would be better if we have our meetings at circuit level, because these venues are not very far from us. In that way, the money which we are usually paid to attend these programmes can be used for something. And if they are held at circuit level it will be easy to have productive discussions amongst ourselves.*

The teachers also felt that CPTD programmes must also focus on other professional areas beside subject content. Teachers felt that they are not properly developed if they are not shown mentoring strategies, coaching skills, and how to engage as teachers

in their different professional development groups. They also need skills in classroom management, alternatives to corporal punishment, issues relating to their employment, and a range of other professional skills.

PLS4 added:

*It is because of the lack of skills which has led to some good initiatives to fail. If you take, for example, the clusters, most of them failed because we did not know how they were supposed to be managed.*

The presenters of the CPTD programmes need to be developed and fortified with the necessary skills. The teachers felt that the poor presentation skills of some of the facilitators had a very negative effect on achieving the aims of the CPTD programmes. The lack of the appropriate facilitation skills made the teachers lose interest in attending these programmes.

SMTS2 remarked:

*With some of these advisors, you do not know why you were called to a central venue because they should have just sent the documents to our respective schools. These officials do not explain anything they just read what it is in the document. They do not give any clarity and when questions are asked, they say teachers must do as they are told.*

### **5.3 SUMMARY**

In the foregoing discussion, it is evident that the participants saw value in the CPTD programmes as tools which were needed for their professional development. The problem was with the implementation and management of the CPTD programmes. The teachers were adamant that they needed the CPTD programmes to help them improve their performance. This is a signal that the DBE must be fully involved in ratifying all the problems related to their implementation and management. If the government wants to effectively introduce the CPTD programmes which will enhance the standard of education in South Africa, it must address the issue of the implementation and management of these CPTD programmes. There will be no improvement in the South African education system if teachers are of poor quality and the appropriate tools available to improve teacher quality are CTPD programmes.

It emerges from the collected data that the SACE-managed CPTD system was not properly introduced to teachers. The shallow knowledge the teachers have of such an important programme suggests that the government did not fully commit itself to its implementation. There were no follow up programmes conducted by the government to check on its implementation. Some of the participants claim that they only heard of the programme in passing which shows how little the department has committed to the successful implementation of the programme.

## **CHAPTER 6**

### **DISCUSSION OF THE FINDINGS**

#### **6.1 INTRODUCTION**

This chapter discusses the major findings in relation to the management and implementation of the CPTD programmes by the Zululand District of education. The findings were discussed according to the themes which were grounded on the objectives of the study. The participants' understanding of the concept of CPTD is discussed in this chapter. The researcher felt that it was important to get the views of the participants about the CPTD programmes so that, as the study progresses, there is a common understanding amongst all the participants of the CPTD programmes. The researcher further discusses how the participants viewed the implementation and management of CPTD programmes in the Zululand District. The findings are discussed in relation to the reviewed literature, which include the theory underpinning

the study. These aspects would ultimately help the researcher in formulating a model to implement and manage CPTD programmes in the Zululand District effectively.

## **6.2 THE IMPORTANCE OF CPTD PROGRAMMES**

It was important first to establish whether the participants were aware of the importance of the CPTD programmes and how they affected the functioning of teachers as professionals. According to Reimers (cited by Hussin & Abri, 2015), international literature states that these programmes are called CPTD programmes because they are mostly defined as on-going learning, enduring specialised improvement, continuing support, continuous career development and repeated training. They focus on information, abilities and approaches to increase the individual teachers' performance in the positions they are occupying or future positions (Darling-Hammond, 2017). The findings of the study revealed that the participants had a good understanding of the importance of the CPTD programmes in their professional life. The participants were aware that for them to develop professionally, they needed the help of CPTD programmes.

The CPTD programmes were seen by the participants to be the bases of professional development of teachers. This is supported by Mestery (2017) who stated that CPTD programmes are seen as a means of being up-to-date with the current issues in the profession. The CPTD programmes are also seen as means that can be used by the government to introduce new strategies which will improve the performance of learners. This is supported by Petrie and McGee (2012) who state that CPTD programmes are used to introduce new curriculum and educational changes which are aimed at improving learner performance. In the ISPFTEDSA (DBE, 2011), it was noted that the government has a responsibility to create situations which are conducive for teachers to continuously learn through CPTD programmes because this results in the improvement of the performance of the learners. It, therefore, becomes one of the primary responsibilities of an education district to provide effective and relevant CPTD programmes because the district is regarded as the intermediary between the school and the government (DBE, 2010).

All the countries with advanced education systems in the world take the teacher's involvement in CPTD programmes as one of their national priorities (Bautista, Wong

& Gopinathan, 2015, p.3.) Teachers in these countries are encouraged to be involved in CPTD programmes because these programmes are regarded as one of the most important contributing factors in the enhancement of learners' performance which is directly related to the economic development of the country. Singapore is one of the most economically and technologically advanced countries in the world and their learners always get top marks in the international tests and examinations. The top performance of the Singaporean learners is mostly attributed to their teachers' high quality (Bautista, Wong & Gopinathan, 2015, p.4.). This is partly associated with the high level of teacher participation in CPTD programmes because all the CPTD programmes in that country are fully subsidised by the government and teachers have no reason not to participate. Therefore, if a government wants to improve its education system, it must make it conducive for its teachers to attend CPTD programmes which help in the enhancement of performance for both teachers and learners.

The findings of this study show that in as much as the DBE (2012) acknowledges the importance of CPTD programmes; there is still much more work to be done to make the CPTD programmes effective. It also emerged from the study that South African teachers spend very few hours on CPTD programmes. A survey conducted by DBE (2015, p.34) confirmed this when it found that about half of the teachers spent 12 or fewer hours in the CPTD programmes a year. If you compare these 12 hours a year spent by teachers in South Africa to the 100 hours a year spent on CPTD programmes by teachers in Singapore, it shows that the DBE has an enormous task in encouraging teachers to participate in CPTD programmes (Bautista, Wong & Gopinathan, 2015, p.4). The DBE (2015, p.34) further acknowledges that the CPTD programmes are not taken seriously because of the lack of providers and guidance at schools. This does not absolve the DBE of its duty to encourage the teachers to participate in CPTD programmes by making it conducive for teachers to attend them. Pretorius, De Beer and Lautench (2014) state that the DBE, in trying to improve the performance of our learners, introduced a number of programmes which were resource and content-based but these programmes failed to produce the expected results because they neglected the human element. This confirms the significance of teachers in the performance of a learner.

For teachers to remain relevant to the teaching profession they should continuously engage with other teachers where they will discuss common problem areas in the profession. This could be effectively done during the CPTD programmes. Stewart (2014) maintains that successful CPTD programmes are characterised by the active participation of teachers with their peers. It is after these engagements that teachers can gain the confidence to freely apply what they had learnt at the CPTD programmes in their classrooms. Steyn (2013) states that there is much learning when learning is viewed as a social activity; teachers need a group with similar ideas so that they can learn together. CPTD programmes are there to develop the teachers' confidence, knowledge and performance by having teachers actively engaged in relevant content discussions with other teachers in continuous sessions which accommodate personal differences (Whitworth & Chi, 2015).

### **6.3 THE CPTD PROGRAMMES IN THE ZULULAND DISTRICT**

The manner in which a CPTD programme is delivered determines the success of that CPTD programme in terms of improving the performance of the teachers which will lead to the improvement in the performance of the learners. The researcher shall now report on the findings of strategies which the Zululand District uses to deliver CPTD programmes. The discussion will include the efficiency of the facilitators of the CPTD programmes. The environment created for the CPTD programmes will also be discussed. The findings on the focus areas of the CPTD programmes delivered by the Zululand District will be analysed. The issues of management of the CPTD programmes will also be discussed in this chapter. The discussion will also include the implementation and management of the SACE-managed CPTD programme because it was a means by which the South African government tried to encourage the teachers to participate in professional development programmes.

#### **6.3.1 TYPES OF CPTD PROGRAMMES**

Research has shown that effective professional development programmes must have an element of continuity, active participation of participants, be related to the particular social set up, be linked to what is happening in class and they be connected to adult learning theories (Webster-Wright, 2009). The study established that all the CPTD programmes in the Zululand District were delivered using workshops and lectures. Bautista and Ortega-ruiz (2015) state when such methods of presentation are used, teachers become passive recipients of knowledge with no opportunity to collaborate

with others. On the other hand, it has been established that for CPTD programmes to be successful, teachers must be active participants in the learning process where they collaborate with other teachers to discuss common issues. Darling-Hammond (2017) argues that workshops and lecture methods lack the necessary structures to give teachers responses and support. Similarly, Petrice and McGee (2012) maintain that these methods are too short, and they are not able to provide individual attention to the needs of the teachers.

These types of learning by teachers usually take the form of a top-down approach where there is an expert who might misinterpret the information (Engelbrecht et al. cited by Kempen & Steyn, 2016, p.33). In these methods, the expert will determine every aspect of the programme, which will include what is to be learnt and how the learning will take place. When such an approach is utilised, teachers are not given time to interact with each other to interrogate the information. Avidov-Ungar (2016) states that one of the most important contributing factors which determine the success of the changes in an education system is the extent to which all concerned parties are included. This is what is proposed by the andragogy theory when it states that adult learners must be included in their learning process from the planning stage till the end because they come with a lot of experience which might prove to be useful in the learning process (Knowles, 1984).

This study found that these methods have their base on the cascade model of learning where the district officials are trained and they come and cascade the information to the teachers. The cascade method has been found to be very ineffective because by the time the information reaches the teachers, it is not as accurate as it was originally intended. Kennedy (cited by Kempen & Steyn, 2016, p.33) states that some of the factors which make the cascade method not reliable include:

- The facilitators might not have proper facilitation skills;
- The facilitators might lack knowledge of the training content; and
- The facilitator's poor understanding of the context and application of the training material.

The cascade system is based on the principle that there is one expert who has all the information and the participant must quietly listen to the expert while at the same time assimilating all the new information. This narrative presupposes that the teachers are ignorant and inexperienced (Bett, 2016). This is in direct contrast to the andragogy principles which state that when adult persons come to a learning situation, they bring along a lot of experience which must be considered when the learning situation is taking place (Knowles, 1980).

The type of learning methods to which teachers in the Zululand District are subjected are called traditional methods. They are characterised by being very short, which does not give teachers time to assimilate the new information and in that way, they are less effective in attaining the anticipated aim (Bayer, 2014). The study found that the Zululand District policy on CPTD programmes which states that they must start at 12h00 combined with the rurality of the district compel the CPTD facilitators to use traditional methods of teaching. During these learning sessions, there is no active participation of the teachers; teachers only take notes. Cordingley, Higgins, Greany, and Buckler (2015) state that teachers must have a variety of learning activities so that they can approach the concept in a variety of methods; this enhances their understanding of the concept and it improves their confidence in applying the new concept in class. Darling-Hammond et al. (2017) concur when they state that if teachers are actively involved in the learning process, it gives them time to directly engage with the CPTD programmes so that they can try out what they have learnt before they apply it in their classes.

The non-traditional methods, like coaching where the participants are observed by their peers and they make corrections in the practice, are now recommended because they tend to produce better learning outcomes (Kraft et al., 2017). Ivanic et al. (cited by Lister, 2016) state that adult learning theories propose that learning must elicit responses from adult learners. This means that there must be a dialogue between facilitators and adult learners, and amongst learners themselves. Similarly, Steyn (2011) maintains that adult learning theories hold that adults learn through experience and they benefit most when the problem-solving approach is used. Petrie and McGee (2012) insist that during the CPTD programmes, teachers must be encouraged to become active participants and this will increase their internalisation of the concepts.

The study found that non-traditional methods, including professional learning communities, coaching, mentoring, and peer review are not practised in the Zululand District. The non-traditional methods have been proven to be the most effective methods of delivering CPTD programmes which can bring about development in the teachers' performance. The continued employment of traditional methods by the Zululand District has contributed to the ineffective implementation of CPTD programmes. In affirmation of the aforesaid, Bantwini and Diko (2011) found that districts, particularly those in the rural areas, fail to provide teachers with the necessary support to implement changes and developments.

The study found that teachers had no knowledge of professional learning communities. The ISPFTEDSA (2011), amongst its recommendations, states that schools and teachers must be encouraged to form professional learning communities where they would collaborate to share ideas. Ahin (2017) states that there is a lot of evidence which suggest that professional learning communities have resulted in the enhancement of the performance of teachers, thereby influencing the performance of learners. Caena (2011) states that PLC is based on the notion that learning is a social construct which promotes interactive relations and that PLC leads to the enhancement of teacher performance which will lead to enhancement to learner performance. Effective collaboration generates a space for teachers to share and discuss ideas which are related to the teachers' needs and interests. Professional learning communities provide avenues where teachers develop professionally by planning their work together, being involved in in-depth discussions on their teaching exercises and observing the classrooms of other teachers (Ahin, 2017). Martin and Polly (2017) concur that teachers need to be able to discuss what they have learnt with other teachers and participate in insightful responses throughout the CPTD programme. During the collaboration, teachers are offered professional support opportunities based on critical thinking which entails new challenges and ideas (Kwakman cited by Evers, van der Heijden, Kreijns & Vermeulen, 2016).

Similarly, Jones and Dexter (2014) state that it is important for districts to consider other forms of teacher learning which occur amongst the teachers and when teachers learn on their own because it is during this process that what was learnt in formal

settings is put into practise. Darling-Hammond et al. (2017) state that CPTD programmes which use models have proven to be successful in stimulating adult learning because they help teachers to have a clear vision of the expected practise.

According to Whitworth and Chi (2015), teachers can be actively engaged in their learning by observing other teachers, practising what they have learnt and reacting to other teachers' feedback, analysing learners work, participating in debates, and participating in the programmes as learners.

### **6.3.2 DURATION OF THE CPTD PROGRAMMES**

Bayer (2014) argues that the time taken by the CPTD programme is the determining factor on whether the programme is regarded as traditional or non-traditional. It has been established that traditional professional development programmes used by the Zululand District do not contribute to the teachers' development. The researcher feels the programmes used by the Zululand District cannot be called CPTD programmes because of their short duration and the fact that they do not allow teacher collaboration. The study found that the Zululand District policy on CPTD promotes the use of learning methods which are of short a duration with no active teacher participation and no teacher collaboration. Martin and Polly (2017) maintain that traditional methods have been found to be contributing very little to the professional development of teachers. Yager (2013) contends that the traditional methods are just speeches presented to teachers without considering the time needed for the implementation of these programmes. The few hours dedicated to CPTD programmes in the Zululand District are unlikely to lead to deep learning which can result in behaviour modification. This is supported by Parker, Patton and Tannehill, (2015) who maintain that effective CPTD programmes must be ongoing and sustained over time to increase the chances of teachers interacting and discussing the new knowledge and skills. Whitworth and Chi (2015) argue that proper CPTD programmes spread over a long time which might be a year or semester which allows time for active learning whereas the short workshops have no follow-up aspects which might not affect teachers' growth and practise.

Since the Zululand District is tasked with organising CPTD programmes for the district, it must have a schedule of CPTD programmes in its strategic plan (Nel, 2015). The study found that teachers are not provided with a district strategic plan where the dates

for CPTD programmes are stipulated. This makes it very hard for the teachers to prepare for the CPTD programmes. The professional development of teachers needs to be thoroughly planned because it is not just an event but a process where a teacher will need to assimilate the new skills to solve classroom problems (Waluyanti & Sofyan, 2018). According to Steyn (2013), the districts should provide well-managed strategic programmes for effective CPTD programmes, and these programmes will have to be guided by the teachers' needs.

In the andragogic theory, Knowles (1984) states that adult people learn best through a problem-solving approach, which requires that teachers have enough time analysing the problem and trying different approaches in solving the problem. This activity requires the active participation of the members of the group; after the solution has been found, it has to be tested by applying it to other similar situations before a general principle is drawn. All these activities require that the CPTD programmes must be given appropriate periods. Steyn (2013) argues that an effective programme cannot be accomplished in a short one-day workshop where an expert is delivering a lecture.

### **6.3.3 CONSIDERATION OF THE TEACHERS' NEEDS**

Teachers are self-directed learners who have a wealth of previous experience; they also have well-defined expectations when they engage in CPTD programmes (Knowles, 1980). Louws, Meirink, van Veen and van Driel (2018) state that as a teacher grows in the profession, particular needs develop depending on the professional level at which the teacher finds himself, these needs can be addressed by specific programmes related to that particular professional level. This suggests that teachers' needs can only be properly determined with their involvement because they know exactly what their level of development is. The CPTD programmes can be made effective when done collectively with the teachers where they will express their needs and how they want to reach those needs (Patton, Parker & Tannehill, 2015). Sywelem and Witte (2013) point out that teachers prefer CPTD programmes which meet their personal needs (p.886). Equally, Wheeler (cited by Sywelem and Witte, 2013) states that teachers' needs will only be satisfied if the CPTD programmes are based on contextual teachers' needs (p.886). Moorosi and Bantwini (2016) contend that the goals of the school and those of the district must be aligned so that it can be easy for the district to help the school realise its goals. At the same time, SACE (2013) states

that district officials must have a district improvement plan which is informed by the needs of the teachers at schools.

The study found that the schools in the Zululand District have a document which is called the Academic Improvement Plan, which has aims and objectives of the school. The problem with this document is that the aims and objectives were imposed on the schools after the district had developed its own document. The Zululand District then instructed schools to develop these documents which must be in line with the district document. This document did not take into consideration the needs of the schools. Phasha, Bipath and Beckmann (2016) argue that quality education will only be achieved if teachers' needs and challenges are respected and considered. Barahona (2018, p.1-2) contends that the neglect of teachers' needs results in:

- Teachers not owning the CPTD programmes,
- Exceedingly rigid programmes,
- Programmes which impose one teaching strategy, and
- One-size-fits-all broad programmes which do not take into account the different environments and teachers' personal needs.

The study found that in the Zululand District, the teachers' needs are not taken into consideration when preparing CPTD programmes. This is against the general consensus in all education spheres, which states that to be effective, CPTD programmes must be directed by the needs identified by the teachers (Parker, Patton & Tannehill, 2015).

One of the innovations which were introduced by the DBE (2015) to improve the quality of the education system is the Integrated Quality Management System. In this system, teachers assess themselves with the help of their peers and the school determines the final rating. The system is structured in such a way that teachers will state their own needs which are then drafted into a School Improvement Plan. If you take the School Improvement Plan, you are able to identify the needs of the school. The School Improvement Plan should form a base from which CPTD programmes are planned because it tabulates all the teachers' needs in the school. This study found that every

year the schools in the Zululand District make these School Improvement Plans, which are submitted to the Zululand District office for action. The study found that the School Improvement Plans are just kept at the Zululand District offices and they are not used for the development of the CPTD programmes.

Knowles (1984) states that for adult learning to be effective it should be based on the adult people's needs. This study established that the CPTD programmes in the Zululand District are not based on the teacher's needs. This means that the CPTD programmes cannot be expected to improve the performance of the teachers as they are not based on their needs. Because the teachers' needs are not taken into consideration, you find that teachers are no more willing to attend CPTD programmes because they either become repetitions or they do not take into account the context of the schools (Steyn, 2011). Lumpkin, Claxton and Wilson (2016) recommend that the district officials must work together with the teachers so that they both analyse the teachers' needs and come up with CPTD programmes to address these needs.

#### **6.3.4 THE EFFICIENCY OF FACILITATORS**

The success of a CPTD programme relies heavily on the skills of the facilitators who will be the implementing agents of the programme. The way the teachers receive what is brought by the programme depends largely on how it is presented to them. The way the programme was presented to teachers will ultimately determine how the teachers will present it in their classrooms. The readiness and self-confidence of the facilitators which is brought about by the content knowledge of that programme and the facilitator's skills on adult education are supreme among the factors which make the CPTD programme achieve its aims and help enhance the performance of teachers (Knowles, 1984). In the study by Cordingley, Higgins, Greany, and Buckler (2015, p.7), it was found that successful facilitators used many teaching methods to deliver effective CPTD programmes. The facilitators need to have a thorough knowledge of the concept being studied and in-depth knowledge of effective professional development processes (Cordingley, Higgins, Greany, & Buckler, 2015, p.7). This type of facilitator will encourage teachers to take a leading role during the CPTD programmes. According to Lumpkin, Claxton and Wilso (2016), the facilitator must be pioneering, systematic, cooperative, reliable and assertive with strong social and communication skills.

In this study, it was established that all the officials from the Zululand District did not have any South African Qualifications Authority qualification for facilitation. Fraser (cited by Nel, 2015) suggests that the management of the district must arrange for the officials in the district to be trained by reputable service providers for facilitation so that it can be easy to implement and manage CPTD programmes. After the officials have been successfully trained in facilitation methods, their presentation will improve, and they will gain the confidence of the teachers. The study found that the teachers were not happy with the facilitation processes because the facilitators either just read the learning material or taught them as if they were teaching young children. Robertson, Curtis and Dann (2018) maintain that facilitators must act as coaches or mentors who treat the teachers as their peers, regarding themselves as co-learners. In this study, it was found that the facilitators were aloof and did not address the teachers as their equals.

The study found that sometimes the facilitators could not answer the questions posed to them, which suggested that they were ill-prepared or they did not have the knowledge required from a competent facilitator. This resulted in teachers losing confidence in the facilitators. This is in contrast to what Pretorius, De Beer and Lautenbach (2014) propose, which is that the facilitators from the district office must be experts in their fields to gain the trust of the teachers. Similarly, Engelbrecht and Ankiewicz (2015) argue that the most common mistake made by organisers of CPTD programmes is that they invite experts in their particular specialisations but who cannot communicate with the participants; yet, for CPTD programmes to be effectively implemented, someone who can motivate the participants to participate actively is required.

The study found that most of the facilitators use lecture or workshop style of presentation, which lacks in the skills of teacher participation and collaboration. The facilitators also fail to use the technology creatively to promote teacher participation during presentations. The Zululand District must expose their facilitators to technologies which promote collaboration and liveliness; this will encourage teachers to be part of the CPTD programmes. Wynants and Dennis (2018) advised that facilitators must use a variety of methods of presentation with multiple means of

engagements and various types of assessment to make learning interesting. The rapid growth of technology has a great impact on teachers' professional development. It is, therefore crucial for districts to keep up with modern technological innovations so that teachers can see them as relevant to their professional requirements (Jones & Dexter, 2014).

Research has shown that the most effective learning methods for teachers are modelling, observation, coaching and all models which encourage participation and provision of feedback (Cordingley et al., 2015, p.9). Mizell (cited by Nasreen & Odhiambo, 2018) argues that district officials must, at all times, grow their knowledge and skills of the best practises to improve the performance of teachers continuously. According to Andrews-Larson, Wilson and Larbi-Chief (2017, p.6), the process of facilitation must be based on the following aspects:

- Planning of activities to be done with the teachers;
- Establishing the aim of the activity and where it fits in the work of the teachers; and
- Facilitating the arguments amongst the above activities, so that common ground is found.

The facilitator of a CPTD programme must be considerate by acknowledging how the teachers create knowledge based on their previous experience, and not being judgemental (Parker, Patton & Tannehill, 2015 p. 15). The facilitator must not direct but pose questions which will show the way. The facilitator must never tell but listen, and the facilitator does not impose vision but gently drives the teachers towards a vision (Parker, Patton & Tannehill, 2015 p. 15). The facilitator must help teachers to be independent so that they become lifelong learners (Lumpkin, Claxton & Wilso, 2016).

### **6.3.5 THE ENVIRONMENT OF CPTD PROGRAMME**

According to Engelbrecht and Ankiewicz (2015, p.262), one of the basic requirements for a successful presentation of a CPTD programme is the appropriate environment which will enable effective learning to take place. These include the right time of the

day and smooth administration. They maintain that if these things are not taken into consideration, they might have a negative effect on the presentation of a CPTD programme. This study found that the Zululand District has a policy which states that all CPTD programmes must start at 12h00. This policy has a very negative effect on creating the right environment for a successful CPTD programme. This is because of the rurality of the district and transport; at this time, teachers are already exhausted because they have been waiting for the programme to start since morning. Teachers at this time are exhausted and they do not have the required energy to start learning; as a result, they become passive participants.

The facilitators of CPTD programmes must take into consideration the specific conditions prevailing in the different areas in which the programmes are to be applied (Bett, 2016). A programme which has worked somewhere needs to be modified to suit a particular area; there is no one-size-fits-all programme. The facilitators should pay specific attention to the local situation to check if the programme will fit. At the same time Hennessy, Haßler, and Hofmna (2015) maintain that research has shown that development programmes cannot be simply applied to new locations; they will need to be modified to conform to local conditions.

The study found that the content of most CPTD programmes offered by the Zululand District is not related to what teachers need and it cannot be applied in their schools. The study found that most of the programmes are designed for urban areas, yet the Zululand District is mostly rural. Hunt-Barron, Tracy, Howell and Kaminski, (2015) state that the dispersed location of schools in the rural areas makes them have their particular needs and because of their unique settings, it makes providing CPTD programmes very difficult. Suanders (2014) stressed that it is crucial to take into consideration the context into which the CPTD programme is to be applied because local conditions determine how successful the CPTD programme can be implemented.

The success of CPTD programmes is greatly influenced by the location in which they are presented. The different locations have different cultures, and those different cultures will determine how the teachers will receive the CPTD programme. The culture of an area is determined by the level of development of that particular area. The facilitator must take into account the local conditions which determine the level of

development of a specific area before implementing a CPTD programme (Avalos, 2010).

It was established in this study that the facilitators from the Zululand District are trained for development programmes at the national or provincial level. The facilitators then implement the programmes at the district level without considering the local conditions. Avidov-Ungar (2016) argues that the level of teacher motivation and aspiration for participating in CPTD programmes will be influenced by the environment in which teachers find themselves and their level of development. Opfer (cited by Steyn, 2013) maintains that teachers should not be separated from the environment in which teachers practise their profession; this promotes collaboration amongst teachers.

The study found that the traditional methods used to implement CPTD programmes in the Zululand District are not transformational in nature; as a result, they do not promote the professional development of new skills. In fact, Xaso, Galloway and Adu (2017, p.3) state that the environment in which CPTD programmes are conducted must be conducive to teaching and learning so that it can be easy for teachers to acquire the necessary skills which will enhance their teaching practise. This environment should promote transformative programmes which encourage risk-taking and innovative practices. The leaders must always sustain and give comprehensive support to transformative teaching which will be produced by a conducive environment (Xaso, Galloway & Adu, 2017, p.3).

The schools have to develop their own learning environments so that when a teacher has been taken to training, it becomes easy for him to pass the knowledge to other teachers when they come back. This becomes easy if there is an element of collaboration amongst teachers in the school. Steyn (2010) maintains that if the school is a learning community, it becomes easy for the teacher to apply what he has learnt outside the school. The study found that facilitators were complaining about the size of the Zululand District, which hinders them from visiting different schools. This problem can be solved by developing all the schools into learning communities. This will mean that for learning to take place, the facilitator does not have to be physically present; teachers can teach each other once they have been properly developed. The study found that most of the schools do not have these professional learning

communities which promote collaboration amongst teachers. As a result, the schools in the Zululand District do not provide suitable professional learning environments. The promotion and the establishment of learning communities is one of the responsibilities of the Zululand District because the district has to see to it that conducive environments are created in schools so that what has been gained from CPTD programmes is successfully implemented (DBE, 2007). This means the Zululand District has to make sure that functional PLCs are developed in all the schools and amongst the schools in the district.

### **6.3.6 THE FOCUS OF THE CPTD PROGRAMMES**

This study discovered that because the Zululand District does not design the CPTD programmes according to the teachers' needs, most programmes focus on irrelevant areas. Even though most of the CPTD programmes are content-based, they end up not benefiting the teachers because the teachers' needs do not determine their focus. The neglect of the teachers' knowledge and experience make the CPTD programmes to focus on areas which are not a priority in the teachers' professional development (Knowles, 1984). The study by Louws, Meirink, van Veen and van Driel (2018, p. 10) found that the CPTD programmes must focus on the teachers' needs which are divided into three:

- Classroom perspective, which is related to teaching methods; it deals with communicating with learners, content knowledge and education theory;
- School perspective which includes mentoring and coaching skills and learning to use new devices; and
- Aimed at teachers as professionals and managing teachers' work.

The analysis of CPTD programmes shows the focus of the programme must be relevant to the context of the participating teachers and the learners' daily experiences (Robertson, Curtis & Dann, 2018, p.88). Literature has shown that programmes which are developed without taking into consideration the context in which teachers and learners find themselves are usually bound to fail (Robertson, Curtis & Dann, 2018, p.88). The study found that the CPTD programmes implemented by the Zululand District do not have the contributions of the teachers, they are imposed on the teachers, and are therefore unlikely to contribute to teachers' professional

development because they have not been designed to address their particular situations.

It has been established that most of the CPTD programmes conducted by the Zululand District are content-based. Even though the content is important, Rochintaniawati, Widodo and Herlina (2018, p.120) state that for a teacher the knowledge of the content is not enough; a teacher must have knowledge of teaching skills and method of transferring that content to the learner. This is referred to as Pedagogic Content Knowledge (PCK). Magnusson (cited by Rochintaniawati, Widodo & Herlina, 2018 p.121) propose five phases of PCK:

- Knowledge of the curriculum which are aims, direction and methodologies,
- Learners understanding of the topics,
- Assessment –what should be assessed and how it should be assessed,
- Approaches in teaching a specific subject, and
- Positioning of teaching – theoretical changes of aims and practices.

Although the study found that most of the CPTD programmes in the Zululand District were focusing on content knowledge, Cordingley, Higgins, Greany, and Buckler (2015, p.8) in their study found that both content and teaching skills are important for teachers' professional development which includes formative assessment. Similarly, Parker, Patton and Tannehill (2015) state that CPTD programmes are most relevant when they focus on the teachers' daily work at school.

The study established that teachers' experiences were not taken into consideration when the Zululand District designs the CPTD programmes, as a result, these programmes will be boring to some of the teachers when they tend to repeat the content knowledge they already know. The level of teacher development will determine the focus of the CPTD programme. The newly appointed teachers will tend to prefer CPTD programmes which are directed to classroom management and teaching skills whereas experienced teachers look for CPTD programmes which will advance their content educational knowledge (Whitworth & Chi, 2015). The

experience of the teacher is a very important aspect when determining the focus of the CPTD programme.

#### **6.4 MANAGEMENT OF CPTD PROGRAMMES**

The study has established that teachers in the Zululand District are aware of the need for CPTD programmes to help them improve their teaching abilities which will also enhance the learners' performance. This shows the commitment teachers are already having in participating in CPTD programmes (Sywelem & Witte, 2012). The commitment of the teachers is one of the basic elements for any programme to succeed. This is an indication that teachers own the programmes.

The implementation of CPTD programmes is expensive; therefore, there needs to be a measure to calculate the return on investment made by the DBE on the performance of teachers (Nunokawa, 2014). SACE (2017) suggested that for every CPTD programme there must be an in-built mechanism to show how successful the programme has been so that money can be spent on programmes which show a high return on investment. Ulum (2014) states that it has been proven that it is the education system of a country which helps to improve the lives of the people in that society and also that it is teachers who are the most critical element in enhancing an education system. Therefore, it is imperative for any country which wants to develop the lives of its people to spend on improving the performance of teachers. Again, it has been proven that teachers' performance can only be improved with the application of effective CPTD programmes. It, therefore, becomes crucial for any country to know which CPTD programmes are effective so that much of its budget may be spent on these tried and tested CPTD programmes which are guaranteed to improve the performance of teachers.

According to Phasha, Bipath and Beckmann (2016), it is important to monitor and evaluate teachers after they have been involved in CPTD programmes to see if they are applying the new knowledge properly. The aim is to check whether the developmental aims which are to be delivered by the CPTD programme have been realised. These measures can be used to highlight areas which need to be strengthened to help the CPTD programme to produce better results (Darling-Hammond, 2017). The study found that in the Zululand District, there are no monitoring

and evaluation mechanisms of CPTD programmes, and in that way, the district cannot evaluate the success of the programmes towards improving the education system. Engelbrecht and Ankiewicz (2016, p.264) contend that it is imperative to review the success of a CPTD programme so that you can improve on the quality of actions and learning for future CPTD programmes. Engelbrecht and Ankiewicz (2016, p.264) name the following aspects which need to be considered for the evaluation of CPTD programmes:

- Teacher gratification,
- Effect on teachers' understanding, approaches and abilities,
- Effect on teachers' exercise or individual development,
- Effect on teachers' profession or character,
- Effect on the organisational culture,
- Effect on learners' education, and
- Effect on school administration and management.

The type of leadership displayed in the CPTD programmes found in the Zululand District does not promote the active collaborative learning of teachers. Mark, (2016) states that leadership must promote and support inter-school collaboration where teachers will share knowledge beyond their schools which will improve the performance of learners. Similarly, Steyn (2013) argues that CPTD programmes must have an aspect of active learning with a compulsory additional response to promote change in teachers' activities. It is the responsibility of any education district office to see to it that there is inter-school collaboration (DBE, 2010).

According to Xaso, Galloway and Adu (2017, p.3), leaders must always sustain and give comprehensive support to transformative teaching. This means that the Zululand District has an obligation to provide and support CPTD programmes which will promote transformative leadership, especially given the historical development of South Africa. The study found that the only CPTD programmes which are directed to principals are those related to the management of the curriculum. On the other hand, Mestry (2017, p.3) states that the principals need CPTD programmes related to developing networks, departmental matters, social skills, administrative skills, financial

management and human development. These CPTD programmes must help principals transform school practises into organisations that support teacher performance which will enhance the performance of the learners.

The study established that the officials from the Zululand District were not well equipped with on-site visitation skills. When the officials visited the schools as part of the management of CPTD programmes, they only checked on the teachers' curriculum coverage and work done by learners. Yet the site visits must be a follow-up to see what problems teachers have with the implementation of what they learnt during the CPTD programmes at a central venue. They must visit the schools to encourage teachers to form professional learning communities so that schools become learning sites. They should be coming for mentoring or coaching purposes. Mentoring is about showing teachers learning opportunities, while coaching is about the development of specific skills which are the basic aspects of a successful teaching profession (Jones, 2018). This would benefit teachers more than to have district officials only concentrating on the amount of work done by teachers while neglecting their developmental responsibilities.

#### **6.5 SACE MANAGED CPTD PROGRAMMES IN THE ZULULAND DISTRICT**

The immediate task of the South African government after 1994 was to introduce a well-performing education system and the quality of the teachers was one of the most important pressing issues to be addressed because any education system is as good as the quality of its teachers (Steyn, 2013). The quality of the teachers can only be improved by engaging teachers in effective CPTD programmes (ISPFTEDSA, 2011). SACE (2012) was then tasked to manage the teachers' participation in CPTD programmes. The participation of teachers was to be mandatory with the aim of inspiring all teachers to participate in individual CPTD programmes, collective CPTD programmes at schools and CPTD programmes offered by agents from outside the school which can be the department, unions and other reputable organisations approved by SACE.

The historical developments in South Africa had destroyed the culture of professional development amongst the teachers; as a result, the government had to take extraordinary measures to encourage teachers to participate in CPTD programmes

(Mestry, et al., 2009). It, therefore, became imperative for the DBE (2007) to employ extraordinary measures to encourage the teachers to participate in the CPTD programmes. The study has already established that teachers were aware of the importance of CPTD programmes. This is supported by the study by Whitworth and Chi (2015) which found that teachers understand and need professional development programmes. The important question is whether the teachers are engaging in these CPTD programmes.

The way the CPTD programmes are implemented and managed determines how they can effectively improve the performance of teachers. In the case of South Africa, this is coupled with the implementation of these programmes at school, which is the responsibility of the districts. Teachers are expected to accumulate 150 Professional Development points in a three-year cycle. They will gain these points by participating in all three spheres of professional development, namely as individuals, at school and outside school. They are supposed to report to SACE about their participation in CPTD programmes; SACE will then award them with PD points. It was reported by SACE (2017) that a very low number of teachers reported their participation which leads to the conclusion that there is a very low rate of teacher participation in CPTD programmes. It is therefore not surprising if the performance of the learners in South Africa is low because the rate of teacher participation in CPTD programmes is low as compared to other countries. This report by SAC confirmed the findings of this study which found that most teachers did not participate in the SACE managed CPTD programmes. The study found that teachers in the Zululand District did not have Personal Development Plan (PDP) files. These files are the record of the teachers' participation in the SACE managed CPTD programmes. Bernadine, (2019, p.5) states that the PDP file will contain the following documents:

- An analysis of the teacher's professional needs,
- The teacher's personal growth plan,
- How the teacher aims to get professional development activities?
- All the information about the SACE CPTD management system,
- All the teacher's professional development activities and PD points, and
- How the teacher's PD activities link the teacher's work schedule.

The study found that the teachers in the Zululand District regarded the SACE-managed CPTD programme as an unnecessary addition their workload because, on top of the daily teaching file, they needed to manage the PDP file, thus spending a portion of their time on its requirements. It was also found that some of the schools in the Zululand District do not have the necessary technology needed for teachers to report their points. The teachers also felt the uploading of the PD points was taking the time they needed to prepare for their teaching because their greatest concern was to finish the Annual Teaching Plan early so that they might have enough time to drill into the learners as much information as possible which would help them pass at the end of the year.

The study also found that the technological skills for some teachers are still very poor; as a result, they find it difficult to upload their PD points. This is because of the rurality of the district and the age of most teachers who feel they do not need to learn new things as they are about to exit the system. This is confirmed in the study by Bernadine (2019, p.7-8) who stated that teachers who are towards retirement tend not to be interested in innovations. In the same study, it was reported that most teachers stated that they had no interest in the latest technological tools, like computers.

The study established that there is a lack of monitoring by the Zululand District on the implementation of SACE-managed CPTD programmes. This is in contrast with the basic functions of the district, which is to monitor the implementation of national programmes and to give the necessary support for those programmes to be properly realised (Mestry, 2017). This resulted in teachers only concentrating on those programmes which are given priority by the district which is mostly the performance of the learners in the final examination, especially the Grade 12 class. Mavuso and Moyo (2014) concur that the district office is mandated to organise, maintain and control the execution of government programmes but it seems that when it comes to SACE-managed CPTD programmes, the Zululand District is failing in carrying out this mandate.

The study established that although teachers were aware of the need for CPTD programmes, the requirements by the SACE-management system was making it an added burden to their already heavy duty load. The teachers did not see it as an

activity which will enhance their professional performance because they did not see it linking to existing enhancement programmes. They did not see any immediate value in participating in the SACE-managed CPTD programmes; the points gained by participation were not a proper incentive to encourage teachers to participate in the programme (Bernadine, 2019, p.9).

The study found that there were not enough personnel in the district to help in the implementation and the management of the SACE CPTD programme. This was against what was proposed during the ISPFTDSA where it was recommended that in each district there would be people who would be dedicated to helping SACE in running the programme. The senior managers of the department, to whom the SACE coordinators reported, did not take the programme seriously. As a result, the coordinators were not given enough resources to implement and manage the programme (SACE, 2012).

The study found that the DBE did not properly do the advocacy of the programme. This is supported by what SACE (2017) found when it studied the reporting pattern of the teachers. They found that a high number of teachers were not uploading their PD activities. This was a clear indication that teachers have not been made aware of the importance of the CPTD programme and how it will contribute to the teachers' professional development.

It was established during the study that teacher unions did not conduct intensive information campaigns amongst teachers for the SACE-managed CPTD programme to be accepted by their members. Yet the DBE had realised that teacher unions can play a very important role in the successful implementation of the SACE-managed CPTD programmes. For that reason, the DBE in 2010 signed a Teacher Union Collaboration which was paving the way for teacher unions to become actively involved in SACE managed CPTD programmes. All the unions signed this agreement and they are funded by DBE to advocate to their members about the importance of participating in the SACE managed CPTD programmes. To date, all the teacher unions have established their teacher professional development institutes, but the study found that teachers are not aware of the help they can get from these PD development institutes.

It is the responsibility of the Zululand District officials to encourage teachers to embark on SACE-managed CPTD programmes (2010). The study found that SACE had promised to provide teachers with a catalogue of credible service providers which they could use to improve their professional capacities. The teachers said that they had never been provided with such a catalogue of service providers. Although the catalogue can be accessed from the SACE website, the rurality and technological development of most teachers in the Zululand District made it impossible to assess this catalogue.

## **6.6 THE SUMMARY**

This chapter discussed the major findings of the study, which were in relation to the research questions. After discussing the findings of the study, the following chapter gives a summary of the findings and the major conclusions and recommendations stimulated by the findings of the study. In the next chapter, a model is proposed on how to help the Zululand District to effectively implement and manage CPTD programmes

## **CHAPTER 7**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **7.1. INTRODUCTION**

In this chapter, the researcher gives a summary of the study, the major findings, and recommendations. The study established the importance of CPTD programmes in the performance of teachers. The study also identified factors which hindered the effective implementation and management of CPTD programmes in the Zululand District. The study further identified those aspects which needed to be taken into consideration when CPTD programmes are to be implemented and managed effectively. The researcher then provides an alternative model which may be adopted if the CPTD programmes are to be effectively implemented and managed

#### **7.2 SUMMARY OF THE FINDINGS**

The study wanted to establish how the Zululand District implemented and managed the CPTD programmes in the schools under its jurisdiction. The study found that the performance of learners was determined by the quality of teachers (Darling-Hammond, 2017). In turn, the quality of an education system was measured by the performance of learners in comparison to other countries (OECD, 2014). It has been found that learners in South Africa were performing badly in comparison to other countries which were economically less developed than South Africa. This country was spending huge sums of money on CPTD programmes yet its education system is performing poorly (Kempton & Steyn, 2016). It is universally accepted that CPTD programmes enhance the performance of the teachers.

The study found that the problem lies in the implementation and management of the CPTD programmes. Van der Berg and Gustafsson (2017) argued that no CPTD programme will change the performance of the teachers if it is not effectively

implemented and managed. Similarly, the CDE (2017) stated that even though huge sums of money had been spent on teacher professional development programmes, these programmes still produced negligible results because they were not properly implemented and managed. CPTD programmes act as conveyer belts which take the intended development programmes to the teachers. If the CPTD programmes are not properly implemented and managed they cannot be expected to convey the intended development to the teachers. This means that the performance of the teachers will not be enhanced, resulting in the poor performance of learners.

### **7.2.1. THE CONCEPT OF CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT**

The study found that teachers understood the importance of CPTD programmes in the development of their professional careers. It also found that district officials were also aware of their role in the implementation management of CPTD programmes in the Zululand District.

### **7.2.2. THE CPTD PROGRAMMES BEING IMPLEMENTED BY THE ZULULAND DISTRICT**

The study established that all the CPTD programmes in the Zululand District were delivered using workshops or lectures. It has been established that workshops and lecture methods lack the necessary structures to give teachers responses and support. These methods were too short, and they were not able to provide teachers enough attention to their individual needs. When these methods were used, teachers were not given time to interact with each other and to interrogate the concepts.

These types of learning usually took the form of a top-down approach where there was one expert who was dishing out information to the participants while they were expected to receive it without question. The study established that these approaches to learning originated from the cascade model used by the DBE, where the district officials were trained and were expected to cascade the information to the teachers. It was established that the cascade method had many problems one of which was that by the time the information reached the intended audience, it was not as accurate as was initially intended; therefore, it made little change in the teachers' performance. These types of CPTD programmes were referred to as traditional methods. They had

a very short duration which did not give teachers enough time to interrogate the concepts; in that way, they were likely not to affect the performance of the teachers. The problem-solving approach, which was recommended for adult learning cannot be applied in the traditional methods because it requires active participation by the learners. During traditional CPTD programmes, teachers became passive participants.

The study found that these traditional approaches were not based on the teachers' and contextual needs of the schools; hence they could not be expected to contribute to the teachers' professional development. The study found that the Zululand District imposed development plans on schools which were not based on the schools' needs and the schools were expected to adjust to the district needs. Because the CPTD programmes implemented in the Zululand District were not based on the teachers' needs, they could not be expected to enhance the performance of the teachers.

The study found that the CPTD programmes were not adjusted to fit into the conditions obtaining in the Zululand District. This meant that the Zululand District took a one-size-fits-all approach when it came to CPTD programmes.

The study found that the Zululand District failed to implement the collaborative methods of professional development which included PLC, modelling, observation, coaching and mentoring which had been proven to improve the performance of the teachers.

The study found that the traditional methods used to implement CPTD programmes in the Zululand District were not transformational in nature; as a result, they did not promote innovative skills amongst the teachers.

It has been discovered in this study that the CPTD programmes offered by the Zululand District were mainly focused on subject matter content. Although this is supported by some scholars, it is also advisable that teachers are offered CPTD programmes which will focus on a variety of aspects affecting the life of a teacher so that they might produce properly-rounded learners.

The study found that the Zululand District was not taking the implementation of the SACE managed CPTD seriously as there were no officials directly responsible for its implementation. The study found that the teachers did not have a proper understanding of the SACE managed CPTD programmes. The researcher found that the SACE-managed CPTD system is not implemented in the Zululand District.

### **7.2.3. FACTORS AFFECTING THE IMPLEMENTATION OF CPTD PROGRAMMES**

The following discussion is about the different factors which were found to have affected the implementation of the CPTD programmes in the Zululand District.

#### **7.2.3.1. THE TIME GIVEN TO THE CPTD PROGRAMMES**

The study found that not enough time was given to the CPTD programmes implemented in the Zululand District. The methods used to deliver the CPTD programmes in the Zululand District were traditional methods. These methods had a short duration and did not allow time for teachers to collaborate. The accepted principle is that the time which is taken to implement a CPTD programme is a determining factor on whether the programme is successful or not. It has been proven that programmes with a short duration like workshops and lecture do not improve the performance of a teacher. Effective CPTD programmes must be ongoing and sustained over time to increase the chances of teacher collaboration.

The study found that the Zululand District did not have a year schedule for the CPTD programme. The schedule would have allowed teachers time to prepare for the CPTD programmes. Time was found to have played a very important role in the implementation of CPTD programmes. This was because CPTD programmes were not just a once-off – they were a process. The teacher needed time to prepare, time to master the new knowledge and then the teacher would have developed enough courage to apply it in class.

#### **7.2.3.2. CONSIDERATION OF THE TEACHERS' NEEDS**

The study found that the teachers were not consulted about their needs before CPTD programmes were implemented. The district officials decided on the areas in which teachers needed development. It was also discovered that the Zululand District would supply to the schools with a district improvement plan based on the district

predetermined needs. The schools would then be asked to draw their own academic improvement plans based on the district plan. This had resulted in teachers not owning the CPTD programmes because they were not talking to their needs. Because the needs of the different teachers were not taken into consideration, the district produced one-size-fits-all CPTD programmes which were implemented in all the schools irrespective of their individual needs. As a result, the CPTD programmes implemented by the Zululand District did not improve the performance of most of the teachers. This was because they were based on needs predetermined by the district officials, not by teachers themselves.

The study established that the Zululand District even neglected the School Improvement Plans drawn by all schools according to the IQMS prescriptions. The study established that all the schools in the district draw the School Improvement Plans every year based on the needs identified by the teachers. Every school made it a point that it submitted SIP since no IQMS scorers were accepted without SIPs. The IQMS scores were important because they came with pay progression. It would have been easy and appropriate for the Zululand District to use the SIPs when developing CPTD programmes because in the SIPs there were summaries of the schools' needs. Neglecting teachers' needs resulted in ineffective CPTD programmes because they were not relevant to the teachers' needs.

### **7.2.3.3 THE EFFICIENCY OF FACILITATORS**

The quality of the facilitators of CPTD programmes determines the success of the programmes. The way the teachers received the information which was transmitted by the CPTD programme depended on the effectiveness of the skills used by the facilitators. The study found that after the Zululand District officials were appointed to the district office, they did not receive any special training to improve their facilitation skills. This was the main reason why most of the teachers in the study were not happy about the Zululand District officials' presentation skills. The teachers reported that most of the district officials would just read the CPTD programme material. This they did without giving a proper explanation and without contextualising the material from the CPTD programme. The study also established that some facilitators did not treat teachers with the necessary respect, which resulted in the teachers resisting any form of learning.

Besides facilitation skills, the facilitator needed to have expert knowledge of content to be delivered by the CPTD programmes. The study found that in most cases, the facilitators failed to answer questions posed to them by teachers that made teachers doubt the facilitators' expert knowledge which they had presumed they had. This also led the teachers to conclude that the facilitators did not thoroughly prepare for the CPTD programme.

To capture the attention of teachers and to keep them interested in the learning process, it was suggested that facilitators should use a variety of presentation methods. This study found that the facilitators in the Zululand District mostly used telling methods. Besides the fact that telling methods are traditional, which had been proven to be ineffective, their monotonous use had led to the teachers losing the interest in participating in the CPTD programmes.

#### **7.2.3.4 THE ENVIRONMENT OF CPTD PROGRAMME**

An appropriate environment was found to be one of the most important basic requirements for implementing a successful CPTD programme. A suitable environment would include a place with acceptable physical features, which included proper sitting space, lighting and adequate ablution facilities. The study found that the Zululand District used similar venues for all the CPTD programmes which placed enormous pressure on the management of those facilities. On a daily basis, these facilities were also used as teaching and learning institutions. They needed to be properly managed for the people who use them daily, and sometimes they need to be venues for CPTD programmes. The study found that there was no special arrangement made by the DBE to assist these venues to cater for CPTD programmes. As a result, the environment in which the teachers found themselves was usually not conducive for effective implementation of CPTD programmes.

The Zululand District is mostly rural, and schools are sparsely populated. The district officials are forced to choose similar venues for the CPTD programmes because they were the only venues accessible to the teachers in terms of the available system of transport. This resulted in the overuse of these venues leading to the dilapidation of the resources.

The study also established that the time which was prescribed by the Zululand District for the CPTD programmes to take place was 12h00. This contributed to the inappropriateness of the environment for an effective CPTD programme. This policy forced teachers who stayed away from the venues to arrive in the morning because the only available transport was in the morning. By the time the CPTD programme started at 12h00 teachers were already exhausted because of the waiting. This created a situation where teachers did not actively participate in the proceedings of the CPTD programme. Again because the transport system which took them back to their respective schools was only available from about 15:00, the CPTD programmes had limited time to allow for teacher interaction and collaboration. Because of these factors, the teachers became passive participants in the CPTD programmes. This created a non-conducive environment for effective implementation of CPTD programmes.

The Zululand District must help schools to create an environment where there is an exchange of ideas. It must help schools to develop school cultures which are a breeding ground for transformative approaches, new ideas and professional discussions. This type of environment will encourage teachers to embark on research to solve most of the problems they encounter in schools.

The Zululand District should take into consideration the context of the CPTD programmes. What is happening in one school may not be addressed with a similar programme. The one-size-fits-all approach seems not to be working. The CPTD programmes must be continuously revised so that they may be relevant for that particular time frame. The Zululand District must not work with similar programmes all the time. They must assess the programmes to see if they are still relevant to the school's needs. Teachers should be allowed to have a say in the implementation of CPTD programmes, and this may help to create an environment in which they can easily participate.

Funding must be provided for teachers' participation in CPTD programmes as this may encourage them to embark on many more programmes which help to improve the quality of an education system. The Zululand District must make funds available for

teachers who want to engage in the CPTD programme. Teachers must be afforded study leave with full pay.

The prevailing conditions in a specific area will determine how the CPTD programmes can be effectively implemented. In most cases, the venues which were used for CPTD programmes are schools. When schools were writing examinations they did not have space for teachers to have their CPTD programme. This meant that the CPTD programmes had to be postponed for other days no matter how urgent they were. In some cases, they used small classrooms which were not designed for adult learners and this makes learning very much uncomfortable.

The facilitator of a CPTD programme must make sure that the content of the CPTD programme is relevant to that environment. The study found that most CPTD programmes offered by the Zululand District were not designed to suit the conditions prevailing in the Zululand District and the district officials did not make any effort to have them relevant to the prevailing district conditions.

The Zululand District had an obligation to develop schools into learning environments. This would have made it easy to spread the knowledge of concepts which were gained outside the school to other teachers. The study found that the Zululand District failed to develop schools into learning environments; as a result, when teachers had attended CPTD programmes it was only that particular individual teacher who benefited. This was against one of the basic aims of the CPTD programme, which stated that CPTD programmes are meant to transform the practice of all the teachers in a school.

### **7.2.3.5 THE FOCUS OF THE CPTD PROGRAMMES**

The study found that most CPTD programmes in the Zululand District were focused on subject content knowledge. The teachers expressed their wish to have CPTD programmes covering other areas like teaching methods, communicating with learners, educational theories, mentoring and coaching skills, the use of new technology in education and ways of managing their work.

The study found that the CPTD programmes in the Zululand District usually focused on irrelevant aspects of the teachers' professional needs because the teachers are not consulted on what areas they need to be developed. For a CPTD programme to be successful, it has to be based on the contextual needs of teachers. The study established that most of the CPTD programmes tend to bore teachers because they deal with the same aspects every year. Because the focus of most of the CPTD programmes was not on the concepts which teachers felt must be addressed, it had resulted in teachers losing interest in these CPTD programmes. The focus of the CPTD programme was one of the issues which needed to be discussed with teachers before the implementation of the programme. If CPTD programmes were focused on issues which were discussed before the implementation of the CPTD programme, teachers' interest in the programmes would be prolonged. This would contribute to the successful implementation of the CPTD programmes because they require continuous interactions between participants.

#### **7.2.3.6 MANAGEMENT OF CPTD PROGRAMMES**

The study found that the Zululand District does not have programmes or measures to monitor and evaluate the implementation and management of CPTD programmes. There were no systems to assess whether the implementation process of CPTD programmes was correct. The study established that the Zululand District did not make follow up to assess whether the implemented CPTD programme achieved what it wanted them to achieve. The follow-up programmes were important, because, from those assessments, the Zululand District could have detected and identified problematic areas which might have caused the CPTD programme not to achieve what it was intended to achieve. The assessment of the CPTD programmes could be used to make future implementation process much more effective.

The study found that the Zululand District officials did not monitor the implementation of CPTD programmes when they visited the schools. During their visitations, the officials did not assess whether the CPTD programmes were implemented. They did not find out from the teachers if they had any problems in applying what they had learnt from the CPTD programmes in their respective classes. When the district officials visited schools, they came to check whether the pace of a teacher in covering the Annual Teaching Plan was appropriate in relation to the prescribed coverage norm.

Their findings after their visits were found not to be assisting the teachers in implementing what was learnt during the CPTD programmes. In that way, the study found that the visit by the district officials did not help the teachers to improve in their performance.

#### **7.2.3.7 SACE MANAGED CPTD PROGRAMMES IN THE ZULULAND DISTRICT**

The study found that most teachers were aware that there is a SACE managed CPTD programme. The study further found that only the members of SMTs had a clear idea of how to go about participating in the SACE managed CPTD programme. The study established that some of SMT members had started to participate in the system but left it before the end of the first cycle. The study found that most of the post level one (PL1) teachers had never participated in the SACE managed CPTD programme.

The study found that there was a very low number of teachers who were uploading their points with SACE which meant that there was a very low number of teachers participating in the SACE managed CPTD programme. It was established during the study that there were no teachers who had PDP files which were to be used to record activities related to the teacher's participation in the SACE managed CPTD programme.

The study established that teachers in the Zululand District did not see the importance of participating in the SACE managed CPTD programme. The teachers in the Zululand District saw SACE-managed CPTD programme as an additional responsibility which was going to add to their already full workload.

The study found that because of the rurality of district, most of the schools did not have access to the technology required to report their points to SACE. The technological capability for some teachers in the Zululand District was still inferior; as a result, they found it difficult to upload their PD points.

The study found that teachers were preoccupied with the end of the year pass rate of the learners. They were not prepared to entertain any activity which did not contribute towards the end of the year results. Because there were very poor advocacy

campaigns, the teachers did not see the SACE-managed CPTD system playing a vital part in their professional development.

The study found that the Zululand District failed to monitor implementation of SACE-managed CPTD programmes. The monitoring of the implementation of SACE-managed CPTD programmes is one of the basic functions of a district office. The study found that the Zululand District only concentrated on those programmes which are directly linked to the improvement of the Grade 12 pass rate. They only concentrated on subject-specific programmes.

The teachers did not see any immediate value in participating in the SACE-managed CPTD programmes because the points gained by participation were not a proper incentive to encourage them to further participate in the programme. The main aim of the allocation of points in the SACE-managed CPTD programme was not explained to the teachers; therefore, they did not see the value in getting the PD points.

The study found that the Zululand District was not taking the implementation of the SACE-managed CPTD programmes system as an important aspect in the function of the district. This was shown by the fact that no personnel were assigned to monitor and manage the implementation of the SACE-managed CPTD system.

The study found that teacher unions did not inform their members of the importance of participating in SACE-managed CPTD programmes system. There were no programmes organised by the unions for their members as per the agreement signed with the DBE, and hence teachers were not motivated to participate in the SACE-managed CPTD programme system. Although all the teacher unions have established professional development centres, teachers on the ground do not know how to utilise them.

### **7.3. RECOMMENDATIONS**

Studies conducted by different agencies have shown that the South African education system is underperforming when compared to other countries which are at the same level of economic development. This is shown by poor results obtained by South African learners when they write international tests in different subjects. This gives the

South African government a serious challenge of improving the performance of its education system. It has been established that the performance of the learners in a country is determined by the quality of teachers in that country. Research has shown that the most reliable method of improving the quality of teachers in an education system is through the use of effective professional development programmes.

1. District offices must monitor how effective the CPTD programmes are administered before, during and after their implementation process.
2. Teachers must be consulted when the policy of the district is drawn so that they can have a say. It is important to note that the policies developed by the schools must inform the district policy on CPTD programmes not the other way round.
3. The district office must make sure that when implementing CPTD adult learning theories must be applied. Teachers must at all times feel that they are respected; they need to be consulted before any programme is implemented. All the CPTD programmes should be based on the needs identified by the teachers. Teachers must be consulted on the preferred method which could be used to deliver CPTD programmes; in this way, teachers become part of the whole process of implementing the CPTD programme.
4. After officials have been appointed to the district office, they must be made to undergo training in facilitation. No district official must be made to deliver CPTD programmes without having obtained a proper training on facilitation from a reputable service provider who will issue a SAQA accredited certificate to the official as proof of the skills obtained.
5. The district office should encourage schools to form PLCs. The PLC will help to make sure that what was learnt at a CPTD programme is successfully implemented at a particular school and other schools. The PLCs are one of the ways of making the implementation of CPTD programmes effective because they provide the teachers with the opportunities where they collaborate.
6. The policy which states that all CPTD programmes must start at 12h00 makes it very difficult for the Zululand District officials to implement and manage CPTD programmes effectively. This policy together with the policy which determines the number of kilometres to be travelled by officials significantly reduce the time the Zululand District officials can spend with the teachers. This then affects the

delivery of CPTD programmes. This also affects the number of hours the teachers spend on CPTD programmes.

7. The DBE must make sure that it provides more opportunities for teachers to engage in CPTD programmes. The DBE can do this by providing a database of service providers who can provide accredited programmes from which teachers can choose according to their needs. The DBE will have to pay for these programmes.
8. The DBE should set a minimum number of programmes which must be attended by a teacher per year. If a teacher does not attend any of the CPTD programmes that teacher's licence will have to be revoked.
9. The DBE must make sure that all officials in the department attend development programmes which are related to their fields of specialisation. One of the problems mentioned by the teachers was that there are officials who lack knowledge of their specific fields of study. This exposure to more knowledge is important because district officials must be seen as experts during their facilitation of CPTD programmes. These development programmes will assist the district officials to be exposed to the latest research in their fields of study. This new knowledge will then be passed on to the teachers who are at the classroom level, who will then apply it to improve the performance of learners. This will encourage district officials to be engaged in action research which can help solve several problems experienced by teachers in schools.
- 10.** Incentives should be provided to teachers for taking part in the CPTD programmes. During the study, most teachers expressed the need for incentives in the form of certificates. These certificates serve as proof of the knowledge that a particular teacher has. The teachers felt that these certificates should be used when they apply for a promotional post. The certificates will serve as a source of inspiration for teachers to continue to engage in CPTD programmes.
11. The DBE must engage in a much more rigorous campaign to explain the SACE managed CPTD programme to the teachers. This campaign will have to explain the importance of the CPTD programme in the life of a teacher. To make the campaign effective, the DBE can even appoint agencies who are experienced at doing public awareness campaigns.

12. Teacher unions will have to be much more involved in the provision of the CPTD programmes to their members. They should provide a schedule of the CPTD programmes they will provide to the Zululand District office section of teacher development to avoid a situation where there will be a repetition of programmes provided to the teachers. At the end of the year, the Zululand District office and the teacher unions should provide a report of all the CPTD programmes provided. These reports shall have to be studied by all teacher unions and the Zululand District officials to identify gaps on the services provided to the teacher. From that meeting, both the Zululand District officials and the teacher unions must come with strategies to fill the identified goals.

#### **7.4. AREAS FOR FURTHER RESEARCH**

The following are suggested areas of further research.

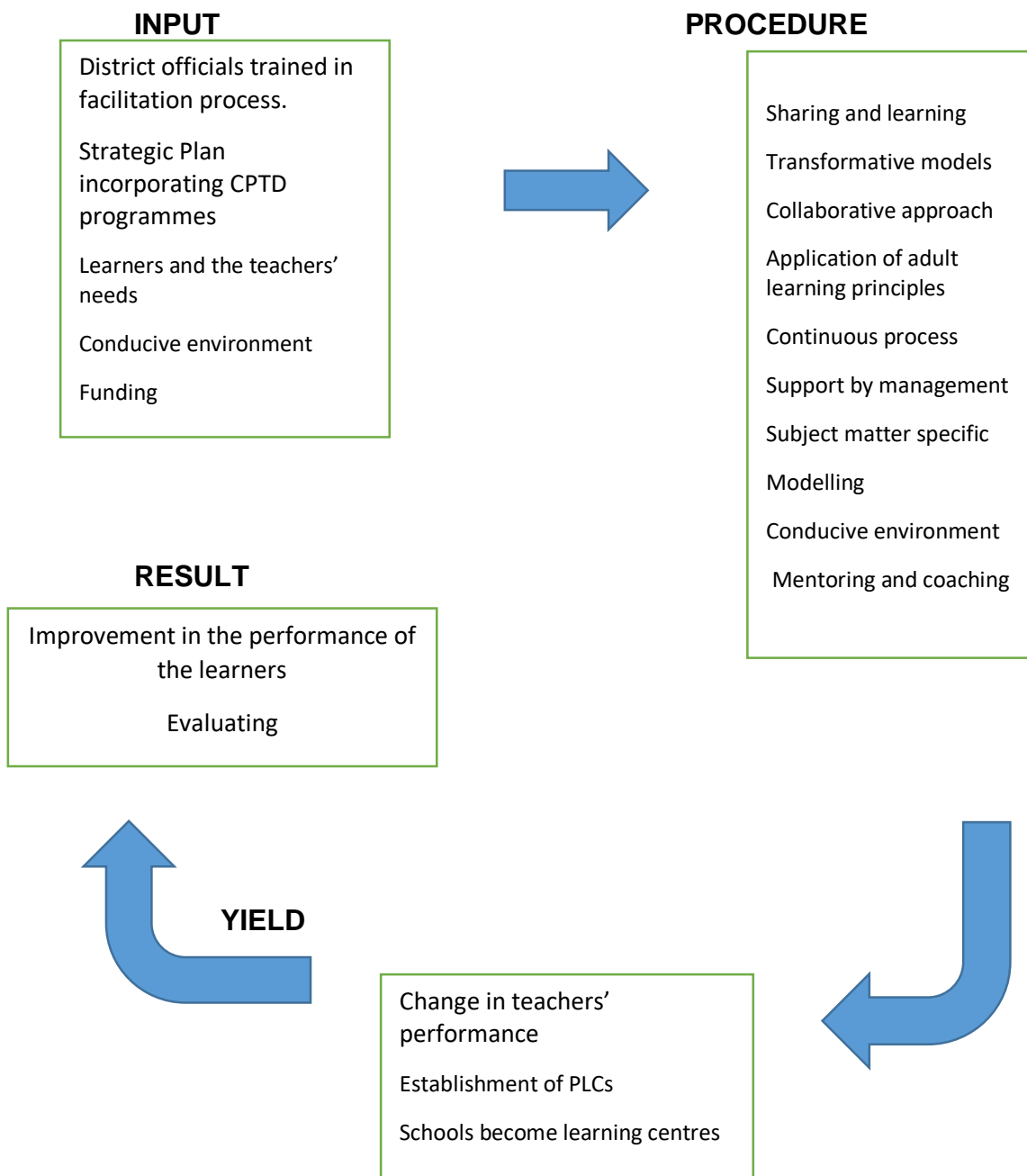
- The study was conducted in the Zululand District; the researcher feels it needs to be extended to other districts and provinces of South Africa.
- The effectiveness of the district officials in the improvement of the quality of the education system
- An analysis of the relationship between the performance of the learners and district offices
- The structuring of CPTD programmes to fit into the teachers' professional lives
- The fitting of CPTD programmes into the district strategic plan
- The use of modern technology in the CPTD programmes
- Action research as a means of professional development
- The role the National and Provincial departments in capacitating District officials

#### **7.5. A PROPOSED MODEL OF EFFECTIVELY IMPLEMENTING AND MANAGING CPTD PROGRAMMES**

The study established that the DBE was aware of the fact that the poor performance of the learners, which depicted the quality of the education, was mainly due to the poor performance of the teachers. At the same time, the DBE was aware that the universally accepted technique to improve the quality of teachers was the use of CPTD

programmes. The study found that DBE had spent a lot of money on a number of CPTD programmes but there was no improvement in the performance of the learners. This was shown by the dismal performance of the South African learners when they wrote international tests. This meant that even after the teachers had attended many CPTD programmes, their quality had not improved. The study established that the main reason for the poor performance of teachers was caused by the ineffective implementation and management of CPTD programmes. The researcher then proposed a model which could be used for the effective implementation and management of CPTD programmes.

The researcher believes that the application of the proposed model can make the implementation and management of CPTD programmes effective. The model aims to provide a strategy which can be used by district offices to make the CPTD programmes improve the performance of teachers. The model for effective implementation and management of CPTD programmes is presented below as Figure 7.1.



**Figure 7.1: Model for effective implementation and management of CPTD programmes**

**Step 1: Contribution**

Contribution is the stage where you gather all the resources you need for the effective implementation and management of CPTD programmes. The district officials will have to be trained on the facilitation skills by an accredited service provider. There must be a discussion between the district officials and the concerned teachers which will analyse the teachers' and learners' needs. During this meeting, they will also discuss

the most appropriate strategies to be used to deliver a particular CPTD programme which will be used to address a specific need. There needs to be an engagement between the Zululand District officials and the teachers to identify the most suitable dates for the CPTD programmes in the district strategic plan. The dates should take into consideration that CPTD programmes are not a one-day event but they are a process. All the participants must agree on the most suitable time to start the CPTD programme. The dates for follow-up programmes must be clearly stated. These discussions will also include the preferred venue and all the physical resources which will be needed to make the environment conducive for learning. It would be advisable that before this session, the problem be broken into small subtopics and be sent to all the participants. This gives time to all the participants to research on the topic so that when they meet there will have a lively discussion. Even if the CPTD programme is about the introduction of a concept, the teachers must be given time to research about the concept to avoid a situation where they will be passive participants in the planning session.

## **Step 2: Procedure**

This stage is the actual presentation of the CPTD programme. The district official must be the first one to arrive at the venue to make sure that the necessary equipment is there. Here we are talking about the sound system, sitting arrangement, air conditioning and all basic physiological needs to make the participation of the participants comfortable. The function of district official is to facilitate the programme, district officials must guard against falling into the trap of teaching teachers as if they are teaching young people. The district officials must always use transformative models of teaching because the basic aim of the CPTD programme is to improve the teachers' competence. A successful CPTD programme will always be based on a collaborative approach. This allows for the active participation of teachers where they continuously engage with the concept. This engagement should start during the actual presentation and participants should be encouraged to continue collaborating on the topic outside the presentation. The district official will have to encourage teachers to form PLCs. It is in the PLCs where the discussion on the concept will continue until every participant has fully mastered the concept. The mastery of the concept is only achieved when the teachers can apply a concept in the class with confidence.

During the presentation, the facilitator may use a variety of modelling which will demonstrate the concept. Mentoring and coaching skills are supposed to be developed into the teachers' practices. These will help to contextualise the contents of the programmes into the day-to-day operations. Teachers are adults; therefore, it is important to apply adult learning theories. The implementation of the CPTD programmes will not be successful if there is no support by the management which is strategically based to supply all the needed resources. The facilitators must try by all means to make the content of the CPTD programme relate to what is happening in class. The CPTD programme must have an in-built mechanism to check whether the programme is moving towards the desired outcome.

### **Step 3: Yield**

The above process will result in the formation of PLCs within the school and amongst teachers sharing the same interest. Research has proven that PLCs help to transform the performance of teachers. When functional PLCs have been established, the teachers develop a capacity to enhance each other's teaching skills and knowledge. It is during the PLC meetings where teachers are free to make mistakes until they have mastered the concept. During this stage, the schools will have been transformed into learning sites. The PLCs will help the teachers to develop skills of assimilating new concepts quickly and more meaningfully. At this stage, the changes in the teachers' professional conduct are visible because they have internalised new concepts.

At this stage, the teachers would have developed their own sense of professional development within the school and the system. In this way, they develop processes through which to handle CPTD programmes which will lead to professional development. The perceptions of the teachers towards CPTD programmes will now change. They will now view the CPTD programme as a necessity in their professional life which is needed to develop their knowledge and skills so that their performance is enhanced. The CPTD programmes are now seen as the process of introducing reforms into the system. When these changes are introduced the teachers themselves are changing to adapt to the new changes. The teachers will now view the CPTD programmes as processes which are aimed at bringing about development in the

education system; in the case of this study, the change must be seen in the performance of learners.

The district officials would have been equipped with better skills in implementing CPTD programmes. The district officials have now developed better skills for on-site visitation. As experts in a particular field, the district officials will be able to assist the teachers in the implementation of the CPTD programmes. The methods used by district officials to manage the implementation of CPTD programmes will drastically change. They will come with the attitude of helping teachers where they have problems, not with a policing approach where the officials are only interested in the amount of work done by the teacher. The emphasis is now on the quality of work which will enhance the performance of learners. The approach is developmental, not judgemental.

#### **Step 4: The end product**

At this stage, the teachers apply in class what they have learnt in the effectively implemented CPTD programmes. The ultimate aim of all the CPTD programmes is to change the performance of teachers which will lead to an increase in the performance of the learners. Because the teachers would have mastered the content and have gained confidence in the delivery of the content from the PLCs, the teachers will be able to increase the performance of the learner. These learners are likely to perform well in all international tests because their teachers have been given relevant content knowledge and they have been adequately trained on the methods to pass this content knowledge to the learners. The performance of learners is also bound to increase because they will have been taught by a teacher who has mastered the best method of teaching, and the content knowledge they are receiving will be world-class. It was stated that one of the problems with South African teachers is the lack of content knowledge and effective methods to teach the learners. The application of this model will solve both these problems because when it is applied, teachers develop effective methods of teaching. These methods are mostly developed when teachers collaborate with other teachers. During these collaboration sessions, they fine-tune their teaching skills. In this way, they end up with the best method of teaching a specific concept. The application of this model also makes it easy for teachers to assimilate all the new content knowledge which is brought by the CPTD programme. Teachers will do this

through frequent contact sessions they will have with each other where they properly discuss content knowledge. These sessions will fine-tune teachers' knowledge of concepts. The application of this model will, therefore, produce high performing teachers who increase the performance of learners, which will, in turn, improve the quality of the South African education system.

## **7.6 CONCLUSION**

The correct implementation and management CPTD programmes help improve teacher performance, which enhances the quality of an education system. Properly developed teachers produce learners whose performance is comparable to other learners in the world. It is therefore imperative for an education department to pay attention to the CTPD programmes they offer to their teachers because they are vehicles which transport all the programmes which are aimed at developing the quality of an education system. It was established that teachers appreciate the need for CPTD programmes but, for these programmes to be effective, they must be involved in their implementation and management. Because teachers are adult people all CPTD programmes must be based on adult learning theories. It is for this reason that facilitators of CPTD programmes must have specialised training on facilitation skills because most of them have been trained on pedagogics which is a science of teaching young people. The study has developed a model which it hopes will help make the implementation and management of CPTD programmes effective.

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## **ANNEXURE A**

### **INTERVIEW SCHEDULE (ONE-ON-ONE INTERVIEW) FOR A ZULULAND DISTRICT OFFICIAL IN ZULULAND DISTRICT IN SOUTH AFRICA**

#### **Factors affecting the implementation and management of CPTD programmes in Zululand education district**

Thank you for availing yourself to participate in this academic research exercise. The purpose of the study is to find out how are CPTD programmes implemented and managed by the Zululand district.

1. Approximately how many CPTD programmes to you present as a district per year?
2. What are the main focus areas of your CPTD programmes? Why?
3. How do you determine these focus areas?

4. What criteria do you use to determine the required CPTD programme in the district?
5. What activities or models do you usually use to present the CPTD programmes in the district?
6. Why do you choose these activities or models?
7. CPTD programmes are only regarded as successful if they are continuous, how do you ensure that there is continuity in your programmes?
8. What are the main problems you encounter when organising for the presentation of CPTD programmes to teachers in the district?
9. What problems do you encounter when presenting CPTD programmes to teachers?
10. How do you monitor the successful implementation of the different CPTD programmes in the schools?
11. Most of your officials are promoted from schools do you have special training on facilitation to prepare them to for the teachers who are adult learners?
12. How do you ensure that all targeted teachers attend their CPTD programmes
13. How do you determine the needs of teachers in your district before developing relevant CPTD programmes?
14. Do you use SIPs submitted by schools to determine their needs? If not, why?
15. Who trains the district officials on the new programmes that need to be introduced to schools?
16. Does the head office have special programmes to prepare district to implement and manage CPTD programmes?
17. As a district official are you happy with the way the Zululand district is presenting the CPTD programmes? If not, what changes can you suggest must be made for the CPTD programmes to be effectively implemented and managed?
18. How many teachers have been trained and registered for SACE managed CPTD system?
19. How do you ensure that teachers upload their PD points?

20. Do you have a programme in place to check on teachers PDPs

**THANK YOU FOR PARTICIPATING IN THIS STUDY**

## **ANNEXURE B**

### **INTERVIEW SCHEDULE (ONE-ON-ONE INTERVIEW) FOR A PRINCIPAL AT A PRIMARY AND A SECONDARY SCHOOL IN THE ZULULAND DISTRICT, SOUTH AFRICA.**

#### **Factors affecting the implementation and management of CPTD programmes in Zululand education district**

Thank you for availing yourself to participate in this academic research exercise. The purpose of the study is to find out how are CPTD programmes implemented and managed by the Zululand district.

1. What do you understand by CPTD programmes?
2. How many CPTD programmes which have been organised by the Zululand district have you attended this year?
3. What were the main focus areas of these CPTD programmes.?
4. Did the CPTD programmes help to improve your management skills?
5. What activities/models are used by the district officials to present the CPTD programmes? Which models are predominantly used and why?

6. How are the facilitation skills of the presenters during these CPTD programmes presented by the Zululand district?
7. How is the content knowledge of the facilitators from the Zululand district?
8. Were you ever consulted about yours or your school's needs before you were asked to attend these CPTD programmes presented by the Zululand district? If so where your views taken into consideration?
9. Have you ever been asked which activities or models do you prefer for the presentation of these CPTD programmes?
10. Are you happy about the venues which are used for the CPTD programmes which are presented by the Zululand district?
11. What is your comment about the starting time of the CPTD programmes presented by the Zululand district?
12. Should participation in the CPTD programmes implemented by the Zululand district be made mandatory? Why?
13. Should teachers be rewarded for attending CPTD programmes? How should they be rewarded and why?
14. What would you suggest be done to improve the presentation of the CPTD programmes by the Zululand district?
15. What training have you as a Principal received to enable you implement school based CPTD programmes?
16. After the last CPTD programme presented by the Zululand district, are you looking forward to attending other CPTD programmes to be implemented by the Zululand district?
17. Are there follow-up programmes organised by the Zululand district to determine the successful implementation of their CPTD programmes?
18. Are you registered for the SACE managed CPTD system? Have you trained your teachers in the SACE managed CPTD system?
19. How often do you upload your PD points? When do you check your teachers PDPs? How many times year do you have CPTD meetings?

20. Have you received any SACE award for participation in it CPTD managed system?  
How often do you update your PDP?

**THANK YOU FOR PARTICIPATING IN THIS STUDY**

## **ANNEXURE C**

### **INTERVIEW SCHEDULE (FOCUS GROUP) FOR SCHOOL MANAGEMENT TEAMS AT PRIMARY AND SECONDARY SCHOOLS IN THE ZULULAND DISTRICT, SOUTH AFRICA.**

#### **Factors affecting the implementation and management of CPTD programmes in Zululand education district**

Thank you for availing yourselves to participate in this academic research exercise. The purpose of the study is to find out how are CPTD programmes implemented and managed by the Zululand district.

1. What do you understand by CPTD programmes?
2. How many CPTD programmes which have been organised by the Zululand district have you attended this year?
3. What were the main focus areas of these CPTD programmes? Are these CPTD programmes related to what you must do as a curriculum manager? Have your performance improved because of CPTD programmes?

4. How easy is it to implement what the teachers have learnt from these CPTD programmes? Are these CPTD programmes related with what is happening in class?
5. Do you notice any improvement in the performance of the teachers after they have attended these CPTD programmes?
6. Should attending these CPTD programmes by the Zululand district be made compulsory? Why?
7. What are the activities or models used by the Zululand district officials to present the CPTD programmes? Which activity or model is predominately used and why?
8. How efficient are the facilitation skills of the presenters during these CPTD programmes?
9. How is the content knowledge of the facilitators from the Zululand district?
10. Were you ever consulted about your needs or your respective departments' needs before you were asked to attend CPTD programmes presented by the Zululand district?
11. Were you consulted to give your inputs into the design of the CPTD programmes before they were implemented? If yes, were your inputs considered?
12. As far as you are concerned, how often must teachers attend these CPTD programmes? What is the preferred time would you like these CPTD programmes to start?
13. What is your view about the venues which are used for the CPTD programmes presented by the Zululand district?
14. Should participation in the CPTD programmes implemented by the Zululand district be made mandatory? Why?
15. Must teachers be rewarded for attending CPTD programmes? How should they be rewarded and why?
16. What would you suggest must be done to improve the presentation of the CPTD programmes being implemented by the Zululand district?

17. After the last CPTD programme presented by the Zululand district, are you looking forward to attending other CPTD programmes implemented by the Zululand district? Why?

18. Are there follow-up programmes organised by the Zululand district to determine the successful implementation of their CPTD programmes?

19. Are you registered for the SACE managed CPTD system? Have you trained teachers in your respective departments in the SACE managed CPTD system?

20. How often do you upload your PD points? How often do you check your teachers PDPs? How many times year do you have CPTD meetings?

21. Have you received any SACE award for participation in it CPTD managed system? How often do you update your PDP?

### **THANK YOU FOR PARTICIPATING IN THIS STUDY**

## **ANNEXURE D**

### **INTERVIEW SCHEDULE (FOCUS GROUPS) FOR POST LEVEL 1 TEACHERS AT PRIMARY AND SECONDARY SCHOOLS IN THE ZULULAND DISTRICT, SOUTH AFRICA.**

#### **Factors affecting the implementation and management of CPTD programmes in Zululand education district**

Thank you for availing yourselves to participate in this academic research exercise. The purpose of the study is to find out how are CPTD programmes implemented and managed by the Zululand district

1. What do you understand by CPTD programmes?

2. How many CPTD programmes which have been organised by the Zululand district have you attended this year?

3. What were main focus areas of those CPTD programmes? Were these CPTD programmes related to what you are doing in class?

4. Did the CPTD programmes help to improve your teaching skills? What features of the CPTD programmes contributed towards your development as a teacher?
5. What were the activities or models used by the Zululand district officials to present their CPTD programmes?
6. How can you rate the facilitation skills of the presenters during the CPTD programmes presented by the Zululand district?
7. How is the content knowledge of the facilitators from the Zululand district?
8. Were you ever consulted about your needs before you were asked to attend CPTD programmes presented by the Zululand district?
9. Have you ever been consulted about the preferred CPTD programmes presentation models by the Zululand district?
10. What is your view about the venues which are used for the CPTD programmes presented by the Zululand district?
11. What is your comment about the time for the starting of the CPTD programmes presented by the Zululand district?
12. Should participation in the CPTD programmes implemented by the Zululand district be made mandatory? Why?
13. Should teachers be rewarded for attending CPTD programmes? How should they be rewarded and why?
14. What would you suggest be done to improve the presentation of the CPTD programmes being implemented by the Zululand district?
15. After the last CPTD programme presented by the Zululand district, are you looking forward to attending other CPTD programmes which will be implemented by the Zululand district.
16. Are there any follow-up programmes organised by the Zululand district to determine the successful implementation of their CPTD programmes?
17. Are you registered for the SACE managed CPTD system? How often do you upload your PD points?

18.How many times year do you have CPTD meetings? How often do you update your PDPs?

21.Have you received any SACE award for participating in the CPTD managed system? What type of award did you receive?

## THANK YOU FOR PARTICIPATING IN THIS STUDY

### ANNEXURE E

#### ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

PO Box 891  
EMPANGENI  
3880

The KZN Provincial Head of Education  
Private Bag X9137  
Pietermaritzburg  
3200

#### REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Doctoral student in the **Department of Educational Foundations and Management** at the University of Zululand. My supervisors are Prof D. R. Nzima and Dr I.S. KAPUEJA. The proposed topic of my research is: **Factors Affecting implementation and management of CPTD in Zululand District, South Africa.**

The objectives of the study *inter alia* are:

- To establish what CPTD programmes are being implemented by the Department of Basic Education in the Zululand district.

- To explore factors which influence the implementation and management of CPTD programmes in the Zululand district.
- To develop a model to effectively implement and manage of CPTD programmes in the Zululand district.

I am hereby seeking your consent to use schools in the *Zululand district* as data collection sites. To assist you in reaching a decision, I have attached to this letter:

- (a) A copy of an ethical clearance certificate issued by the University
- (b) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisors, our contact details are as follows;

**Mr. PEN Nsibande**

**Prof D R Nzima**

**Dr. I.S. Kapueja**

[ppnsibande@gmail.com](mailto:ppnsibande@gmail.com)

[NzimaD@unizulu.ac.za](mailto:NzimaD@unizulu.ac.za)

[KapuejaI@unizulu.ac.za](mailto:KapuejaI@unizulu.ac.za) \_

Upon completion of the study, I undertake to provide you with a bound copy of the thesis.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

---

**Mr PEN Nsibande**

## **ANNEXURE F**

### **ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH**

PO Box 891  
EMPANGENI  
3880

The District director  
Private Bag X9330  
Vryheid  
3200

#### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I am a registered Doctoral student in the **Department of Educational Foundations and Management** at the University of Zululand. My supervisors are Prof D. R. Nzima and Dr I.S. KAPUEJA. The proposed topic of my research is: **Factors Affecting the implementation and management of CPTD in Zululand District, South Africa.**

The objectives of the study *inter alia* are:

- To establish what CPTD programmes are being implemented by the Department of Basic Education in the Zululand district.

- To explore factors which influence the implementation and management of CPTD programmes in the Zululand district.
- To develop a model to effectively implement and manage CPTD programmes in the Zululand district.

I am hereby seeking your consent to use schools in the *Zululand district* as data collection sites. To assist you in reaching a decision, I have attached to this letter:

- (c) A copy of an ethical clearance certificate issued by the University.
- (d) A copy of the research instruments which I intend using in my research.

Should you require any further information, please do not hesitate to contact me or my supervisors, our contact details are as follows;

<i>Mr. PEN Nsibande</i>	<i>Prof D R Nzima</i>	<i>Dr. I.S. Kapueja</i>
<a href="mailto:ppnsibande@gmail.com">ppnsibande@gmail.com</a>	<a href="mailto:NzimaD@unizulu.ac.za">NzimaD@unizulu.ac.za</a>	<a href="mailto:KapuejaI@unizulu.ac.za">KapuejaI@unizulu.ac.za</a> _

Upon completion of the study, I undertake to provide you with a bound copy of the thesis.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

---

**Mr PEN Nsibande**

**ANNEXURE G**  
**ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH**

PO Box 891  
 EMPANGENI  
 3880

The CMC manager

.....  
 .....

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I am a registered Doctoral student in the **Department of Educational Foundations and Management** at the University of Zululand. My supervisors are Prof D. R. Nzima and Dr I.S. KAPUEJA. The proposed topic of my research is: **Factors Affecting the implementation and management of CPTD in Zululand District, South Africa.**

The objectives of the study *inter alia* are:

- To establish what CPTD programmes are being implemented by the Department of Basic Education in the Zululand district.

- To explore factors which influence the implementation and management of CPTD programmes in the Zululand district.
- To develop a model to effectively implement and manage of CPTD programmes in the Zululand district.

I am hereby seeking your consent to use schools in *your CMC* as data collection sites. To assist you in reaching a decision, I have attached to this letter:

- (e) A copy of an ethical clearance certificate issued by the University
- (f) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisors, our contact details are as follows;

<i>Mr. PEN Nsibande</i>	<i>Prof D R Nzima</i>	<i>Dr. I.S. Kapueja</i>
<a href="mailto:ppnsibande@gmail.com">ppnsibande@gmail.com</a>	<a href="mailto:NzimaD@unizulu.ac.za">NzimaD@unizulu.ac.za</a>	<a href="mailto:KapuejaI@unizulu.ac.za">KapuejaI@unizulu.ac.za</a> _

Upon completion of the study, I undertake to provide you with a bound copy of the thesis.  
Your permission to conduct this study will be greatly appreciated.  
Yours sincerely,

---

**Mr PEN Nsibande**

**ANNEXURE H**

**ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH**

PO Box 891  
EMPANGENI  
3880

The Principal  
.....  
.....

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I am a registered Doctoral student in the **Department of Educational Foundations and Management** at the University of Zululand. My supervisors are Prof D. R. Nzima and Dr I.S. KAPUEJA. The proposed topic of my research is: **Factors Affecting the implementation and management of CPTD in Zululand District, South Africa.**

The objectives of the study *inter alia* are:

- To establish what CPTD programmes are being implemented by the Department of Basic Education in the Zululand district.

- To explore factors which influence the implementation and management of CPTD programmes in the Zululand district.
- To develop a model to effectively implement and manage of CPTD programmes in the Zululand district.

I am hereby seeking your consent to use your school as a data collection site. To assist you in reaching a decision, I have attached to this letter:

- (g) A copy of an ethical clearance certificate issued by the University
- (h) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisors, our contact details are as follows;

<b>Mr. PEN Nsibande</b>	<b>Prof D R Nzima</b>	<b>Dr. I.S. Kapueja</b>
<a href="mailto:ppnsibande@gmail.com">ppnsibande@gmail.com</a>	<a href="mailto:NzimaD@unizulu.ac.za">NzimaD@unizulu.ac.za</a>	<a href="mailto:KapuejaI@unizulu.ac.za">KapuejaI@unizulu.ac.za</a> _

Upon completion of the study, I undertake to provide you with a bound copy of the thesis.  
Your permission to conduct this study will be greatly appreciated.  
Yours sincerely,

---

**Mr PEN Nsibande**

**ANNEXURE I**  
**ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH**

PO Box 891  
EMPANGENI  
3880

The Participant  
.....  
.....

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I am a registered Doctoral student in the **Department of Educational Foundations and Management** at the University of Zululand. My supervisors are Prof D. R. Nzima and Dr I.S. KAPUEJA. The proposed topic of my research is: **Factors Affecting the implementation and management of CPTD in Zululand District, South Africa.**

The objectives of the study *inter alia* are:

- To establish what CPTD programmes are being implemented by the Department of Basic Education in the Zululand district.

- To explore factors which influence the implementation and management of CPTD programmes in the Zululand district.
- To develop a model to effectively implement and manage of CPTD programmes in the Zululand district.

I am hereby seeking your consent to conduct an interview for data collection.

Should you require any further information, please do not hesitate to contact me or my supervisors, our contact details are as follows;

*Mr. PEN Nsibande*

[ppnsibande@gmail.com](mailto:ppnsibande@gmail.com)

*Prof D R Nzima*

[NzimaD@unizulu.ac.za](mailto:NzimaD@unizulu.ac.za)

*Dr. I.S. Kapueja*

[KapuejaI@unizulu.ac.za](mailto:KapuejaI@unizulu.ac.za) \_

Upon completion of the study, I undertake to provide your institution with a bound copy of the thesis.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

---

**Mr PEN Nsibande**

ANNEXURE J

**ETHICAL CLEARANCE CERTIFICATE**




**ETHICAL CLEARANCE CERTIFICATE**

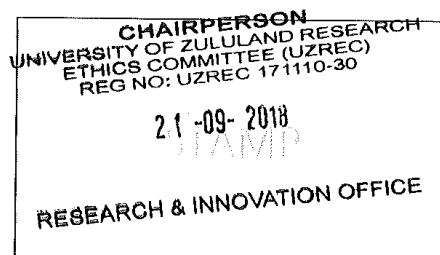
Certificate Number	UZREC 171110-030 PGD 2018/238		
Project Title	FACTORS INFLUENCING THE IMPLEMENTATION AND MONITORING OF CONTINUING PROFESSIONAL TEACHER DEVELOPMENT IN THE ZULULAND DISTRICT		
Principal Researcher/ Investigator	PEN Nsibande		
Supervisor and Co-supervisor	Prof DR Nzima	DR IS Kapueja	
Department	Educational Foundations and Management		
Faculty	Education		
Type of Risk	Med Risk- Data collection from people		
Nature of Project	Honours/4 <sup>th</sup> Year	Master's	Doctoral <input checked="" type="checkbox"/> Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 1 year from the date of issue.
  - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-18 September 2019]
  - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
  - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

  
Professor Gideon De Wet  
Chairperson: University Research Ethics Committee  
Deputy Vice-Chancellor: Research & Innovation  
18 September 2018



# EDITORIAL CERTIFICATE



This document certifies that the **thesis** listed below was edited for proper English language, grammar, punctuation, spelling, and overall style  
by

Dr KA Gazu  
Department of Arts and Languages Education  
[GazuK@unizulu.ac.za](mailto:GazuK@unizulu.ac.za)

## **Title of the Dissertation**

FACTORS AFFECTING THE IMPLEMENTATION AND  
MANAGEMENT OF CONTINUING PROFESSIONAL TEACHER  
DEVELOPMENT IN THE ZULULAND DISTRICT, SOUTH AFRICA

## **Author**

PETER EMMANUEL NKOSINATHI NSIBANDE

## **Date**

15.01.2020

A handwritten signature in black ink, appearing to read 'Peter Nsibandé', written over a faint circular stamp.